

1000

**Plans
&
Ideas
for
Sunday
School
Workers**

**J.
VERNON
JACOBS**

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Charles Sumner



1,000 Plans and Ideas
for Sunday School Workers



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by
J. VERNON JACOBS



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PREFACE

Throughout our country, in spite of the rapid increase in population, there are thousands of Sunday schools which are not growing. In such struggling groups there is no school spirit, the worship services are unplanned, and the teaching periods are monotonous. The grounds are unkempt, the buildings are rundown, and these schools, instead of being sources of power in the lives of their communities, are, rather, objects of contempt.

If you were to talk to some of the workers in such schools, you would sense their feeling of futility. "You can't force people to come if they don't want to," they would say. "We just don't know how to get them out."

It is true that people cannot be forced to attend Sunday school, but you can make them want to do so. This isn't accomplished simply by having the doors open on Sunday morning, but is the result of persistent advertising, calling on prospects, inspiring worship services, challenging teaching, happy fellowship, and numerous other factors. In contrast to these lazy and dying schools, there are many others which are growing, and people come because they enjoy doing so and find attendance worth their while. How do such schools achieve success? Their methods can be used as successfully in one section of the country as another, if the school has a superintendent and a teaching staff who will be sufficiently devoted to the kingdom of God to put these principles into practice.

This book isn't a blueprint, but no school can be a failure if it will put to use even a tithe of the thousand (some not numbered) suggestions which are contained in this volume. Begin at once to make your school the mighty force for God that the Master intends it to be.

J. VERNON JACOBS



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SECTION 1

ATTENDANCE

1. If you are going to have a growing school, with new people enrolling from week to week, you are going to have to *find them*. Prospective members know that your church is on a certain corner and that sessions are being held every Sunday, but they won't attend until you go out and invite them to do so. A growing prospect list is essential to a growing school. But where are the folk who ought to be coming? Where will you begin to look for them?

2. Begin with your *church roll*. Are there those who are not in the Sunday school? Are there members of their families, who may not yet be members of the church, who sit at home on Sunday morning reading the papers or listening to the radio?

3. Check the *families* of those who attend Sunday school. Are there fathers who bring their children to class, go home for an hour, and then return to get the pupils? Are there older brothers or sisters who sleep so long on Sunday morning that they cannot attend?

4. In some cities the utility companies will give you the names and addresses of those who have moved into the city and made "new connections." See that these newcomers receive early calls and cordial invitations to attend your church. If they are members of other churches, be courteous enough to give the information to the proper ministers.

5. As soon as the public-school records are complete in the fall, ask permission to check the enrollment cards and make a list of pupils who have moved into the school district during the summer. If such a card includes information regarding "religious preference," considerable time will be saved for you.

6. Transfer companies are also a source of information concerning new families in the area.

7. At least once each year a community survey should be made. If the town is small, you will perhaps be able to make this unassisted. If the city is large, all the churches should co-operate.

8. The countryside should also be surveyed for prospects. Chart each section, halfway to the nearest town, and make sure that you know what church each family attends. Numerous rural churches are closing and the members drive to town for worship, but eventually many find the distance "too far to go" and discontinue. The church should not lose sight of the many families living beside the highways leading from the large cities.

9. Prospects can be found in business offices and other places where people congregate.

10. Hotels and motels serve transients who need to be reached. In resort cities, "winter visitors" and "summer visitors" who have been accustomed to attending Sunday school will welcome an invitation.

11. Appoint someone (or several) who will be responsible for meeting parents who bring children to Sunday school and then return home. This friendly contact will make it easier for them to begin. Be sure to get the name and address of each prospect.

12. In smaller cities watch the "For Sale" and "For Rent" advertisements and call on the newcomers as soon as you see that the house is occupied.

13. In every church service there are people who are

not attending class. Ask the minister to give you the "visitor cards" which are received. Also appoint a committee to meet newcomers at the church service and give them a personal invitation to attend Sunday school. These contacts should be followed by calls during the week.

14. Children's programs always attract fathers and mothers who are not in class. Be sure to meet them and introduce them to others.

15. Church suppers are usually attended by a number of people who never come to church. Be ready with pencil and paper on such occasions.

16. If you conduct an evangelistic meeting, you should find excellent prospects. Enroll them before their interest fades.

17. After having prepared a prospect list, you must solve the problem of "how to get them to attend." See the section on "Publicity" for a number of ways to interest people in your school.

18. Most people find it easier to attend if friends invite them as guests. After callers have made contacts, arrangements should be made for someone to call for the newcomers the next Sunday. Even if they have a car, it is advisable for them to come with someone who will make them feel at home and introduce them to others. If they do not want to have anyone call for them arrange to meet the newcomers at a certain place just before starting time.

19. Choose a number of people who have pleasant personalities and teach them how to make calls. (See the section on "Calling.") Most folk "beg off" when asked to make calls because they do not meet people easily, do not know what to say and what not to say, etc. Once they have received instructions and accompanied experienced callers a few times, they find that calling is thoroughly enjoyable.

20. The use of a bus will boost the attendance of your school. Watch the papers for announcements of surplus-material sales or auctions, or ask the local bus company to let you know when it is going to replace its old buses with new equipment. Often you can find excellent bargains.

21. Once a year take moving pictures of the school. This not only stimulates the interest of those who are attending, but also attracts new people, who should be welcomed so graciously that they will want to become members.

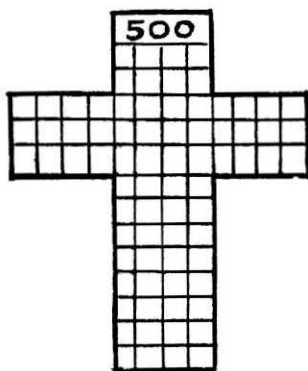
22. A "Go to Sunday School Day," promoted by all the schools of the city, will attract many newcomers. This will provide news before it happens as well as an interesting account of the results.

23. Let prospective members know that you have a nursery, supervised by a trained staff, where parents may leave their children during the class session as well as the church services.

24. An attendance chart, or graph, which shows at a glance how the school compares with former years is a challenge.

25. For special days, such as Easter, set class and department goals and then contact people who will promise to attend on that day. Print approximately 750 attendance cards, if you have a goal of 500 for that day, and distribute them throughout the school. The name of the church should appear at the top of the card. Below that place the statement "I promise that I will be one of 500 people attending class on Easter Sunday," and provide space for the signature. Have these cards printed on red cardboard.

Draw a large cross, to scale, which, when filled, will contain the 500 signed cards. Begin about one month ahead,



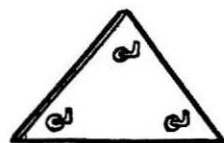
obtain the signatures of those who are present in the school that day. Then, each week, watch the cross fill as members get other promises and the cards are returned. Thumbtacks may be used to keep the cards in place. When the cross is full, you will know that you have achieved your goal. Even then, it would be wise to have extra cards signed in the event of

sickness or bad weather on that day.

26. A variation of this plan would be to have the outline of a large heart, which would be painted red as the cards containing the promises were returned. Let the worker who gets the largest number of promises each week have the privilege of painting the heart red (to the figure representing the grand total for the day). This "Heart-O-Meter" will help people visualize the progress which is being made each week.



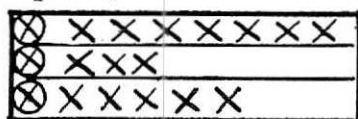
27. The "Buddy Plan" is used successfully in larger classes. Have the roll divided into groups of three, who are to be "buddies" for one month. Each person in the triangle is responsible for the other two, and is to keep in touch with them. The goal is to have each trio present every Sunday. At the end of the month the secretary will change the names so that each person will have a new buddy.



To prepare for this plan draw a sufficient number of triangles on a square of celotex, and insert a hook or a

nail on which the name tags will be hung. As each fellow enters the room he takes off his tag and places it in a designated box, from which the attendance record will be posted.

28. The "Big-Little-Sister Plan." Assign each captain a pew (or a row of chairs) over which she is to be the

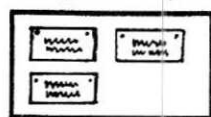


"Big Sister." If the pew holds eight, assign her five others.

It will be the business of the six not only to be present but

to find two others (new members or visitors) so that there will be a full pew each Sunday. If "Little Sisters" are absent, the "Big Sister" should contact them. Approximately once in three months the group should be changed.

29. The "Three-Find-One Plan." Post the class names in squares by threes. Each trio is to find a fourth, who



will be a new member, thus filling the square. Decide how long this campaign, to increase the membership, is to continue.

After a group has been successful in filling the square, they may want to help another group so that by the end of the campaign every square will be completed.

30. The "Meet My Friend Campaign." In order to have a large number of prospective members visit the class, conduct a "Meet My Friend Campaign" for three months. Have enough "visitor cards" printed so that each member will have five cards. Each card should provide space for the name and address of the visitor, and at the bottom this information should appear: "Invited by....."

When anyone promises to come as a visitor, give him one of these cards, which he is to fill out and bring with him. In this campaign, visitors must be invited before they attend; a newcomer should not be approached after he has arrived (unasked) at the church. The visitors

must be people whose names are not on the class roll and have not been for at least a year. They should be introduced to the class, and the name of the person who invited them should be announced, unless each introduces his own visitors. A list should be posted of those who have reached their goals by having at least five visitors present.

31. See the section entitled "Summer Plans" for other contest ideas.

32. Should attendance contests be held? There is a difference of opinion on the matter, some educators insisting that it is selfish and unchristian to want to win a contest in the church. Enthusiasm is commendable on the football field, and there is nothing selfish about one team's effort to defeat another. Indeed, if the "home team" doesn't win, it is just too bad! There is nothing wrong with rivalry in the civic club. There is nothing wrong with competition in the business world. If a store offers better quality merchandise and at less cost than one down the street, and doubles its business, this is considered an evidence of service and efficiency. Only in the sphere of religion do some insist that competition is wrong.

There is nothing wrong with contests if they are conducted in the right spirit, and contain no element of gambling. Why shouldn't a class or school vie with others in doing a good work for the Lord? Establish rules by which the contest is to be conducted, and insist that there be a spirit of "fair play" throughout. Lest someone be so eager to win that he invites an entire organization *en masse*, specify that only bona fide prospects are to be counted in the contest. Occasionally there will be an adult who will act like a child and resort to unfair tactics, but that is the exception and not the rule.

Instead of having one class or school give a dinner for

the winners, make it a potluck meal and a time of happy fellowship, with the victors receiving praise and honor.

Make certain that newcomers who come from week to week are assimilated into the group, and that they are contacted regularly after the contest is over, so that the gains will be preserved.

Be sure that the contest doesn't follow a cheap or ridiculous plan, but one which is in keeping with the work you are trying to do.

33. If there are those who do not want to conduct a contest with an outside group, let them compete within their own organization. Record the average attendance for each class in the school and see which makes the best record over a period of three months. Each Sunday it will be necessary for the class secretaries to report on the following: attendance for that day; average attendance; per cent present; per cent to date (this figure, which will change from week to week, represents the real standing of the class). Record the results in the bulletin each week, and begin the list with the highest percentage.

34. People cannot be absent from a class without eventually losing interest. The class secretary should make a list of absentees in triplicate: one for the class teacher, one for the attendance chairman, and one for herself. Anyone who has been absent twice in succession should receive a personal call. If a card is mailed, a personal message should be included. It is not enough simply to send a printed "sorry you were absent" card.

35. At the beginning of the year, some schools urge each member to qualify for the "Fifty-two Club," composed of those who are present every Sunday of the year. If a member attends a Sunday school where he is vacationing, his record will not be broken.

36. In most schools attendance could be raised by

providing transportation for aged people who are not able to drive. Compile a list of all who need transportation, and then arrange to have certain members bring them to Sunday school on Sunday mornings.

37. There are two groups of people who perhaps would be glad to make calls if they were asked to do so: those who are retired and those who have seasonal employment. Check your church membership and see if you don't have numerous excellent helpers you have never used.

38. When newcomers attend, see that they are not only welcomed but introduced to others. Urge your members to greet visitors warmly and invite the newcomers to sit with them. A cold "How do you do" will chill the enthusiasm of the visitor.

39. Make sure that newcomers are placed in the proper classes. It is less trouble to put them in the right place immediately than to have them change classes later.

40. When new people come to a class, the secretary should introduce them and tell where they are from rather than ask the newcomers to introduce themselves. Many people are self-conscious, and if they are embarrassed, by being called upon to introduce themselves, perhaps they will not return.

41. Do you have only so-called "nice people" in your Sunday school? If you are not attempting to bring in the unsaved from week to week, you have missed the entire point of Christ's coming into the world. See to it that the unsaved are given a Christian welcome when they come, and then seek to bring them to Christ.

42. Apartment-renters are the group most neglected by the churches. These families move in and out, and the church soon ceases to have concern for them. Why not have the young people deliver printed invitations to such families or slip them under the doors?

43. Occasionally young people who have spent their money to beautify their classroom find themselves promoted to another room which is ugly or dirty, and they lose interest. If there are rooms in your building which need redecorating, see if the school can't afford a little paint. The young people will be glad to do the work themselves, if asked.

44. An addressograph and a mimeograph are two "musts" for large classes. Mimeographs are not expensive and will save many hours of work.

45. A neat "identification card" may be printed and distributed for use in billfolds. These cards will constantly remind members that they are part of the school.

46. Where would you put one hundred new pupils if they came to your Sunday school? Who would be the teachers of the new classes? It is well to think and plan ahead if you hope to have a growing school.

47. See that no names are dropped from the roll until a determined effort has been made to restore such members. In many classes, careless secretaries drop names after three absences before anyone has even made a call to learn the reason. It takes a long time to get people started in Sunday school, so keep them on the roll a long time. In six months circumstances may be different, and these absentees will perhaps return. Mail cards faithfully so that they will know what the class is doing and also be assured that they are not forgotten. It is far less trouble to hold the present members than to find new ones.

48. In the event of an epidemic do not urge children to attend Sunday school when they are ill. Some schools have a "school doctor" who visits the departments to observe the children and perhaps send home the youngsters who may not have told their parents that they were not well. Such a physician should be a member of the congregation whom the children know.

49. You will help to hold the interest of the absentees by mailing them copies of the Sunday school papers. Children are delighted to receive mail, and they look forward to reading the stories.

50. Adult classes will have an increased attendance if the members receive by mail a list of the problems or questions which are to be discussed the following Sunday.

51. The mimeographing of a class paper once each month stimulates interest, and attendance is always larger on the Sunday that the publication is distributed. Include numerous personal items about the members, but make sure that nothing appears which would be embarrassing to anyone. Four or five short biographies in each issue will prove popular and help members to get acquainted.

52. In large classes a "telephone web" is useful for getting announcements to all the members quickly. Let the president notify four assistants, who will call four others, who will in turn call four more, etc.

SECTION 2

BUILDING AND EQUIPMENT

53. A boy was drawing a picture of a barn one day, and doing a poor job of it. "I'll just put a steeple on it and make it into a church," he said.

Too many churches look like barns, and in countless cities the house of God is less attractive than the homes in which the members live.

54. Keep the building well painted, both inside and out. People will judge the church first of all by its appearance. It need not be an expensive building, but its appearance is a silent testimony to the regard which the

members have for it. If you can't afford to pay a professional painter, let the men of the church do the job some Saturday, and have the women serve the noon meal. If the building is of stone, and has become black with smoke, sandblasting can make it look like new.

55. Is your church lot desolate for lack of trees and shrubbery? Have your House and Grounds Committee consult the nurseries and transform your church lawn into a place of beauty.

56. Do you have your building inspected regularly? Does the caretaker take every precaution to see that there are no combustibles stored in closets, and no storage areas filled with junk? Is the roofing fire resistant? Are the chimneys in sound condition? Was the heating plant properly installed? Is the electric wiring checked occasionally?

57. Do you carry sufficient insurance to rebuild in case of a fire, and is the insurance paid up to date? Every year there are churches which are damaged by fire and send out a call to other churches to come to their aid in rebuilding. The house of God is built with consecrated money, and it ought not to be allowed to face the danger of loss.

58. In the spring, before the grass turns green, have your young people pick up all rocks, sticks and rubbish which may have accumulated during the winter. Also see that walks and fences are repaired.

59. If your church cannot afford a regular maintenance man, divide the work of caring for the building and grounds among the men and older boys. Announce the names of those who are to be in charge each month, and be sure to thank them publicly at the end of the month.

60. Does your church have a sign? Hundreds of churches have no sign, bulletin board or cornerstone to give the name of the church. Even if the town is small

and the name of the church is known to everyone in the area, travelers passing through like to know the name of the church, and stop to attend.

61. A large roadside sign is a powerful advertisement for the church, and is most effective if placed near the city limits. If you have a sign however, do not allow it to become faded and unsightly, or it will be an exceedingly poor advertisement.

62. If you plan to have a neon sign for your church, by all means avoid a red and green color combination such as taverns and night clubs frequently use. A blue and white or blue and gold sign is preferable.

63. What is your building worth? A \$150,000 building, which is expected to last fifty years, is costing you three thousand dollars per year, plus upkeep and operating expenses. In other words, it is costing you approximately three hundred dollars per month, or seventy-five dollars per week. How many meetings are you holding in the building each week? Are you getting your money's worth? Too many excellent buildings are unused most of the week when they ought to be the scene of worth-while activities.

64. Is someone saying that you ought to spend \$75,000 on an addition to the church so that there will be room to hold suppers for large groups? It is much less expensive to rent a room in the Y.M.C.A., a school or a hotel at \$25 per night than to spend a large amount of money for a building which is needed for such purposes only a few times each year.

65. Is your school growing so rapidly that you are faced with spending considerable money for a new building which may create a financial burden during a future depression? A possible solution may be for you to conduct two lesson periods, one at the usual time and the other immediately following the church service. Some churches

prefer to have the Sunday school meet after the church service.

66. If you simply *must* have a new building because of growth (rather than because some other church recently completed one!), there are several possible plans. (1) Secure cash and pledges and borrow money on the balance. (2) If you do not need the building immediately, set up a building fund and place the money in a building and loan company to draw interest until you are ready to use it. (3) Start the building on a "pay as you go" basis. This plan will enable you to avoid debt, but a long time may be required to complete the building.

67. If you are going to erect a church or educational plant, be sure to engage a church architect to draw up plans and supervise the building. Contractors who construct business buildings and schools are not familiar with the needs of churches, and should not be engaged. The wisest course of action would be for your Building Committee to visit numerous churches until they find one which appeals to them. Then they should study it thoroughly and talk with those who have been using it for a long period of time. Thus they can be reasonably sure that such a building will meet their needs.

68. Miniature church buildings to be used for offerings may be secured and placed in the various departments. These appeal to the children and also keep before them the fact that funds are being raised for the purpose of erecting a church.

69. If building payments lag, you can announce that there is going to be a "Mystery Club" composed of all who will give a certain amount toward the building for a stated length of time. The money should be paid to a designated person, and no one should know who is in the club until the end of the specified time, when these people will be the guests of honor at a dinner. Make frequent refer-

ence to the Mystery Club, but do not reveal how many members belong to it.

70. Do the adults monopolize the largest room, the most attractive decorations, the best equipment, etc.? Is there some class which "claims" a certain room and retains it while other groups are occupying crowded rooms and should meet in the one occupied by this possessive class? No class—even if it purchased the decorations—ought to have a claim on a certain room needed by others. Let it be understood that the rooms in a building belong to the entire school, and that the assigning of them should be determined by the needs of the group. If necessary, let the school pay for new decorations, but insist that the class which has let its attendance dwindle should be moved into smaller quarters.

71. What is true of a room is also true of the equipment. For example, a superintendent insisted that the piano in her department should not be moved because "the Juniors paid every cent for it." Actually, the Juniors who paid for the piano had been promoted from the department and were now in higher classes.

72. During the war, when sugar was rationed, a man asked a waitress for another cube of sugar for his iced tea. Looking at the bottom of the glass, she said to him, "Why don't you stir what you've got?"

Many churches need to do precisely that. They have buildings which are not being used to the best advantage, equipment which has been stored and forgotten in junk rooms, unused talent which should be put to work. Appoint an Efficiency Committee to take an inventory of your building, equipment and personnel, and see if you can't get increased use out of what you have. You'll probably be surprised at the report!

73. How large should classrooms be? Large enough to permit productive work. This will depend upon the age

of the pupils. In the lower departments, which use handwork and workbooks, there must be tables, for example. Also important is the fact that there is a limit to the number of youngsters one teacher can handle. Consult the teachers concerning their needs for space, rather than declare arbitrarily that unless the building contains a certain number of square feet, it is outmoded.

74. If you have a large educational plant, or your school meets in several buildings, make sure that the name of the class or department, and the ages of those involved, appears conspicuously on a sign card on each door. This will eliminate confusion and keep pupils from entering the wrong class.

75. Ventilation is important. Even if no one is asphyxiated, the pupils will become restless and unruly if the room is not ventilated properly. Many discipline problems may be avoided or solved by fresh air.

76. Your school needs a "spring housecleaning" when that season arrives. Have the walls become grimy? Are there faded pictures, charts or handwork that ought to be taken down? Are there chairs with broken rungs or bottoms which should be repaired? Are there soiled curtains which need to be sent to the laundry?

77. Do you have coat racks in each department? These will permit use of the maximum number of available chairs.

78. Do the classes on the floor above make so much noise that the teacher below can scarcely be heard? Put sound-deadening material on the floors or place rubber tips on the chairs.

79. Is your assembly room so poor acoustically that a children's program cannot be heard beyond the fourth row? Is it impossible to hear half of what is being said during the worship period? Have the Sunday school buy a microphone and then see to it that those who par-

ticipate in the programs make proper use of it. If some protest that they are embarrassed or frightened by the microphone, have them practice using it during the week.

80. Is your school short of funds and in need of supplies and equipment? Remember that "the curriculum is ninety per cent teacher." Fine character is being developed in the small one-room schools as well as in the large and well-equipped buildings, for character is "caught as well as taught." Do the best you can with what you have until something better can be provided.

81. Do you have a nursery for the babies, or do they make it virtually impossible to hear the teacher of the young married people's class? See if your building has an unused room which can be equipped as a nursery. It is preferable to pay someone to take care of the infants rather than to have a dozen mothers conclude that it is useless to attend until their children are older. Many churches are "glassing in" unused balconies and using them as nurseries where mothers may stay with their babies and, by means of the public-address system, be able to hear the session. Such a room can also be used during the church service.

82. If your building is on a noisy street or at a busy intersection, you can display *Church—Quiet* signs while services are being held.

83. If your building does not have facilities for presenting plays, you can have a carpenter construct a portable stage which can be taken down and stored until needed.

84. Are the restrooms in your building kept clean and well ventilated? Is all writing and drawing erased immediately? Insist that the custodian give particular attention to this matter.

85. If you have movable blackboards, hang them on the walls at the proper height. This is preferable to putting them on chairs or tables.

86. Do you have an American flag flying in the church yard? Certainly the flag and the church belong together. You will also want an American and a Christian flag in each of the departments, but see that these are not soiled.

87. It is difficult to teach the pupils reverence for the Word of God when the Bibles in use are dog-eared and have torn pages and backs. Check the condition of your Bibles. At least once each quarter they should be examined for wear and tear.

88. Check the church typewriter and mimeograph frequently, particularly before you prepare programs for special days. Smearred and mechanically defective copies create a bad impression.

89. You cannot expect people to attend Sunday school if the building is cold and improperly ventilated. During the winter give the custodian additional pay, if necessary, to see that the church is warm when Sunday school begins (unless you have a furnace with a thermostat). People should not be expected to risk their health by attending Sunday school.

90. Do you have equipment for the Juniors (or other groups) to use in broadcasting worship programs from their department to the room where the adults meet? If so, present such a program approximately once each quarter. The children will give a better performance in their own room than before a large audience.

91. If you have a small school, or your attendance is far below what it should be, don't advertise your weakness by posting an attendance record in the church. Visitors attending the church service may receive a poor impression when actually the teaching may be of excellent quality.

92. Your church publishing house issues supply catalogs annually. Be sure to order one and keep informed about the latest materials and equipment.

SECTION 3

CALLING

93. No school can experience consistent growth unless the members are willing to call on prospects; yet there is always a scarcity of people who are willing to make such calls. This is not because they are not interested but because they feel inadequate. They experience difficulty in meeting strangers and find it awkward to conduct a conversation with them. At least once each year a class should be conducted for the purpose of teaching workers how to make calls. This should be accomplished not only through discussion but through actual demonstration, so that those attending will be eager to make calls.

94. Callers should be clean, neat, sincere and pleasant, if they are to make a favorable impression. They represent the school, and outsiders will judge the organization by those who are sent out to promote it.

95. Callers should be optimistic and enthusiastic. They are salesmen just as truly as if they had something to sell; indeed, they have something to sell, and the measure of their success will be in proportion to their ability to make their school appealing. If they are successful salesmen, they will create an interest in Sunday school and make their prospects desire to attend.

96. Callers should be discreet in their conversation, for they can irritate prospects and fail utterly to win a response from them.

97. It is important, when possible, to send as callers those who have special ability to deal with certain types. One person may not be able to talk with someone who is restrained and abrupt in speech. Another may find it hard

to win a response from the worldly, cynical type. A third person may not know how to appeal to those who are indifferent. Yet others may be able to say precisely the right thing to the right person at the right time, and enroll these prospects in the class the next Sunday. Keep in mind the fact that the people hardest to reach may need the Gospel the most, and may never come to church unless someone goes to them and seeks to interest them in spiritual things.

98. It is wisest to send people out to call on those of their own class. The factory worker is not likely to interest the college teacher, and the dentist probably does not know the problems of the bricklayer. However, remember that sincerity goes a long way toward making a favorable impression, so do the best you can with those who are willing to make calls.

99. Not more than two callers should visit a home at one time. A carload of people coming into the home of a stranger will probably bewilder the family and be less effective than one or two callers.

100. It is advisable for an inexperienced person to accompany one who is thoroughly experienced in making calls. Later, after he has done considerable observing, permit him to make calls independently.

101. There are many people who have seasonal employment and would be willing to make calls during certain times of the year. Check to see how many of these people are in your church. No doubt a surprising number would welcome the opportunity to make calls.

102. The best time to call is the most convenient time—for the callers and those who receive the visits. The women will probably prefer to make calls in the afternoons while the children are in school; the men will perhaps want to make calls on Sunday afternoons or in the

evenings. Avoid making calls when programs or other activities will provide competition.

103. If there is a sign on the door of the home saying that someone is asleep, do not disregard it, or you will arouse resentment and your visit will be fruitless. Leave your card and return later.

104. If guests are present, do not enter the home. Simply let the family know that you are making church calls and will return later. They will appreciate this courtesy.

105. Find out all you can about the people whom you are to visit so that you will not make remarks or ask questions which may be embarrassing. It is also thoughtful, if you know that a family is from a certain state, to send someone from that state to make the call.

106. Your introduction need not be awkward. Simply say, "I'm John Jones, and this is Harry Brown. We're out making church calls, and want to invite you to come to Sunday school at First Church next Sunday."

107. If you are invited to enter the home, do so, but don't stay longer than ten or fifteen minutes, for this is a business call and not a social call. If you feel inclined to do so, invite the prospects to spend an evening in your home. Calls often disrupt a family's plans, so they may appreciate your making a brief visit.

108. If you are not invited into the home, don't stand at the door, but state the object of your call and ask if the family would like you to return at a more convenient time. It may be that they have dinner guests or are about to leave; perhaps the house is not presentable and they prefer not to invite you into the home.

109. Early in the conversation give a compliment if you can honestly do so. If the family has a beautiful home, or you have heard something favorable about the children, or you know that the man has a very respon-

sible position, say so. This will take only a moment but will mean much to the family; moreover, it will make them respond warmly to you and be glad you came.

110. Do not waste precious time talking about politics or the weather. Calls are few and far apart, and time is valuable. State the virtues of your school and help the family to see how important and profitable it will be for them to attend.

111. Callers would do well to carry with them snapshots showing all the departments of the school. "Here is the teacher Johnnie will have," you can say, "and this is the class that little Mary will be in." By the time you leave the family will feel that they will be among friends rather than strangers.

112. Don't argue with people; that will create a barrier. If prospects tell you that "there are a lot of hypocrites in that church," simply say that religion is for all types of people and that there is no hope of making them better unless they attend. Point out that the church is a spiritual hospital where everyone has something wrong with him, and explain that some are more severely afflicted than others, but all are trying to find spiritual health. Always maintain a positive approach.

113. Don't criticize or attack other churches. It is likely that those you are visiting have friends and relatives in such churches, and you will only antagonize prospects by stressing why they should not attend other places of worship. Focus their attention on your own church and point out what they may gain by attending it.

114. Do not monopolize the conversation, but let your prospects do most of the talking, if they will. They will appreciate your listening attentively to what they have to say.

115. Offer to take them with you to class next Sunday, if they will be ready at a specific time; or arrange

to have someone else come, if you will not be able to do so. Even if the prospective members have a car, they will appreciate having someone accompany them the first time they attend Sunday school. If they fear that they will inconvenience you, arrange to meet them at the church just before starting time.

116. Leave Sunday school papers, a quarterly or perhaps a tract which will be a reminder of your call.

117. If you should not find anyone at home, leave a note or printed invitation so that the family will know that someone has called.

118. Within a week after the first call a second should be made, even if the family responded by attending Sunday school. The new callers will be able to make their acquaintance and express appreciation for their attendance.

119. Dogs can be an annoyance to callers, and some are even vicious. Talk to a dog in a kindly tone. If he seems dangerous, avoid him, but do not run.

SECTION 4

CO-OPERATION BETWEEN SCHOOL AND CHURCH

120. Do your pupils race home after Sunday school is dismissed, apparently forgetting that the church service follows, or do all the members of your school attend church? Does the minister ignore the Sunday school, yet expect everyone to stay and hear him preach, or is he a booster for the school, recognizing the fact that most of the people who sit in the pews are reached first for the church through the Sunday school? The Sunday school and the church ought not to compete; they are

parts of each other, and ought to function thus. What, then, can be done to bring about a closer co-operation between the two?

121. The school can teach and emphasize the following:

a. The meaning of the Church, the plan of salvation, and the program of Christianity.

b. The history of the Church universal.

c. The history and principles of the brotherhood.

d. The organization of the Church, its officers, and their duties.

e. The doctrine of the Church, the meaning of the ordinances, etc.

f. The program of the local church, and its world outreach through missions, benevolence, teaching, etc.

g. Acquaintance with the church building through conducted visitation.

122. The school can co-operate with the church in these ways:

a. Dismiss classes on time so that the church service can start promptly. Sometimes adult classes are conducted by long-winded teachers who believe that what they have to say is too important to condense. As a result, the class is dismissed late, and officers, ushers and choir members cannot get to their posts on time. It is advisable to allow sufficient time between Sunday school and church for people to greet friends and get their children.

b. Make the pupils realize the importance of remaining for the church service, and urge the classes to stay as groups.

c. Encourage the parents to stay for church, and have their children sit with them. A certain minister says, "Bring the children down to the front, where they can see and hear and participate in the service. If they are in the rear of the church, and can see only a lot of adult backs in front of them, it is no wonder they get restless

and want to go home." Try this excellent plan and see if it doesn't work.

d. Stress the fact that teachers should attend church faithfully, for their example is tremendously powerful. It is difficult to convince the children that they ought to stay when they see the teachers leaving.

e. Encourage members to invite visitors in the classes to sit with them during the church service. A church filled with people can be an exceedingly lonesome place when a visitor is among strangers.

f. Some churches have "combined services." In other words, the Sunday school omits the worship service and the pupils go directly to their classes. Then, after the teaching period, they go to the sanctuary for worship in the regular church service.

g. Permit the children and young people to form a youth choir or present special music at evening services.

h. Permit the young people to serve as ushers or take the offering.

i. Provide a nursery for the infants during the church services.

j. Encourage the children to take notes on the minister's sermon.

k. Provide wheel chairs and rockers for the aged or invalids.

l. Provide hearing aids for those who are hard of hearing.

123. The minister may co-operate by taking an interest in the Sunday school, attending its meetings and socials, inviting people to attend, and including announcements in the bulletin. He may also give the names of prospects to the various classes. He can also help by preaching sermons which are of interest to children and young people, and within their understanding.

124. The school may join with the church in (a) the

making of community surveys (b) attending evangelistic meetings (c) making calls (d) and preparing the pupils for church membership. It is worthy of note that the majority of those who become members of the church are members of a class in the Sunday school.

125. The school may support the church (a) through regular offerings (b) a willingness to serve (c) encouraging young people to prepare for the ministry or other religious work.

SECTION 5

THE CURRICULUM

What is the curriculum of the Sunday school? If this question had been asked a generation ago, the answer probably would have been, "The Bible," or "The Quarterly." Today we realize that the curriculum is vastly more than these. It can better be defined as "*all of those things which have a part in bringing the pupil from where he is now to where we want him to be.*" That being the case, let us see what those factors are which contribute to our larger conception of the curriculum.

126. *The Bible.* This is basic to our understanding of the truth, and it becomes the textbook of the school, whether studied chapter by chapter or topically, as in the quarterlies. There has been no new spiritual truth since Christ revealed it in its fullness—only a better understanding and application of the principles which He set forth. No one has been able to improve on Jesus' teachings through all the centuries since He came.

It is our first concern to learn what the Bible has to say. Discussions conducted in the hope that truth will

emerge despite the fact that the pupils have not been taught it are merely "pooled ignorance." After the students have become thoroughly acquainted with the teachings of the Bible, profitable discussions may be held concerning the application of it to present-day problems and needs.

It is preferable to use one version of the Bible in class; if several are used, confusion is likely to result, particularly if the pupils are young. However, there is no reason why the teachers should not use several of the versions in his private study. While these frequently reveal various shades of meaning, they agree on basic teachings.

127. *The Teacher*. Someone has said that "the curriculum is ninety per cent teacher." That, of course, puts the teacher ahead of the truth, which is a mistake, but the teacher is tremendously important in the teaching of the truth. He becomes, or should become, truth embodied, demonstrating to the world how religion may affect human life. Long after the pupils have forgotten many of the facts taught in class, they will remember the personality of the teacher and recall what he said and did. He not only is a teacher of facts but a teacher of pupils, bringing to them inspiration, guidance, understanding, sympathy and encouragement.

128. *Quarterlies*. These will be chosen by the Educational Committee of the school. After having studied all that are available, they will select those which they believe will bring about in the lives of the pupils the results which are most desired. Quarterlies should not be selected simply because a certain publishing house prints them, but because they are true to the Bible and build faith. (See the section on "Literature.")

129. *Maps*. Most quarterlies contain maps which are provided to illustrate the places mentioned in the lesson. Interest will be stimulated and Bible places will seem

more real if a large map, thirty-six by forty-eight inches, is used in the classroom. Maps are available which cover all periods of Bible history. These studies are more fascinating if the pupils learn what the various Bible lands are called today.

130. *Pictures*. These help the pupils to visualize the lessons and contribute to the understanding and appreciation of those who lived in the past. Prints of the great masterpieces also add much to the worship program. These can be ordered from your church publishing house at a nominal cost.

131. *Handwork*. This should be related to the lesson, and should not be considered merely as "something to keep the children busy." Pupils' workbooks, if used as directed, add much to their knowledge of the Bible.

132. *Stories*. These stir the emotions and challenge the pupils to right choices and noble living. They should be short (preferably not longer than five minutes), full of action, and reach a definite conclusion. Some stories are narratives, written to be read at home, but those which hold the attention of a group must be tellable, have a plot, and be written according to the technique of the short story. Few teachers are able to maintain attention by simply reading a story. The teacher should be so thoroughly familiar with the stories that he can look at the pupils while telling them. Every teacher should purchase a book on the techniques of telling stories to children.

133. *Hymns*. These should be chosen according to the age of the pupils, and in keeping with the theme of the service or the lessons to be studied.

134. *Prayer*. To make God real to the pupils and encourage them to have fellowship with Him is one of the most important contributions which can be made to their lives.

135. *Projects.* This is the part of the curriculum which makes a practical application of the truths which have been taught. Lessons which stimulate the pupils to desire worthy achievements but give no opportunity for expression fall far short of the ideal. (See the section entitled "Projects.")

136. *Poems.* When chosen to illustrate a particular point, these may make a valuable contribution to the spiritual life of the pupils. It is not appropriate, however, to read a poem simply because it is a poem.

137. *Giving.* There are rich spiritual values in the giving of money, and when children have been taught to do so in the right spirit, an invaluable service has been rendered. (See the section on "Stewardship.")

138. *Recreation.* There are many virtues to be learned through play, such as honesty, self-control, perseverance, co-operation, etc. Play is more than a means of keeping the pupils interested. It is powerful in the development of character.

139. *Where can curriculum materials be secured?* Every church publishing house has such materials, which can also be obtained at religious bookstores in the larger cities. Check your church library, and also see what is available at the public library.

140. Do you have maps hidden somewhere which ought to be in use? Perhaps during a quarter when the Psalms were being studied, these maps were stored and forgotten. In a graded school there are always classes which need maps, and superintendents and teachers should know where to find them. Why not have a map room where all maps, large or small, are to be kept when not in use? Then, when they are needed, only a moment will be required to find them. A chart on the wall may be used to record who has each map when it is in use.

141. Hold a meeting of the parents at which they

can acquaint themselves with the pupils' quarterlies, and show them how they can assist the youngsters in mastering their lessons. Each department should conduct such a meeting, possibly on Sunday afternoons.

142. Some schools try to save money by using quarterlies and workbooks repeatedly. These soiled and marked materials impress the children unfavorably.

143. Every teacher ought to have supplementary aids, such as a Bible commentary, a concordance, an encyclopedia, a geography, history of Bible times, books on psychology and teaching methods, inspirational books, devotional volumes, etc.

144. Each department should develop a file of all the curriculum materials available, so that workers may have the very best obtainable.

145. Should the regular lessons ever be set aside in favor of special studies? There is no reason why this may not be done occasionally in young people's and adults' departments. Most church publishing houses provide "elective" courses which may be used for three months.

SECTION 6

DISCIPLINE

146. The term "discipline" has come to be almost obsolete during the past twenty years, when bad conduct has been looked upon simply as "self-expression," and no restraint has been imposed lest neuroses be caused by repression. As a result, there has been a generation of youngsters who have done virtually as they pleased, but, to the bewilderment of the psychologists who set the stage for such "progressive education," these young peo-

ple have not been appearing on the honor rolls, but crowding the juvenile courts.

A wise-cracking lecturer started a speech by saying, "Years ago I had five rules for bringing up children; now I have five children and no rules." Families—rich or poor—which have no rules often produce children who cause disturbances in the Sunday school.

147. Sooner or later, in all schools, there are children who make trouble, and something has to be done about this problem or the work will be completely disrupted. It is well, right at the start, to attempt to find the reason for bad conduct on the part of the pupils.

148. *Unsuitable teachers.* In many schools the superintendent is forced to take any teacher available, and sometimes he is forced to tolerate those who are untrained and do not understand the pupils. Other teachers, like petty dictators, want to show their authority, and consequently they antagonize the pupils. As quickly as possible such dictatorial teachers should be eliminated.

149. *Inadequate lesson preparation and poor teaching.* Some teachers view teaching as simply "standing up and telling 'em." Others, particularly in the lower departments, simply read to the children from the quarterlies or have them fill in their workbooks. No effort is made to apply the lesson to the lives of the children, and there are no projects which relate what has been learned and activities during the week. The teacher is not interested in the pupils, and the pupils soon show no interest in the Sunday school.

150. *Bad companions.* Why did Bill stick Sandra with a pin in the midst of a prayer or pull the chair out from under Harry at the close of a song? Because Chuck dared him to do it, and both of them thought it would be great fun.

151. *Desire for attention.* Why does Martha disturb

the lesson by turning around and snickering constantly? She wants Blackie, the new freshman who has just come to town, to notice her.

152. *Inferiority complex.* Why is "Lippy" so loud-mouthed, and why does he constantly act like a smart-alec? Because he has an inferiority complex and wants to conceal the fact by appearing to be a "wise guy."

153. *Lack of restraint at home.* Why does Garry gaze out of the window while the other members of the class are working at the table, and why does he sit in the back row and read the Sunday school papers before they are distributed to the class? Because he has been allowed to do as he pleases at home, and he sees no reason why he shouldn't follow the same pattern of conduct in Sunday school.

154. *Envy.* Why does Leo trip Len as he is walking down the aisle? Because Len has better clothes, and Leo envies him. Anything he can do to irritate Len gives him a great deal of satisfaction.

155. *Revenge.* Joe's parents never attend church, but they make him go to Sunday school. Joe resents this and makes a nuisance of himself, hoping that the teacher will tell him not to come back.

156. *Bad diet.* Connie gets up late on Sunday morning and eats a heavy breakfast of hot cakes and syrup before hurrying to the church. Consequently, she is restless, inattentive and inclined to make trouble. If corrected, she is sulky and will not co-operate in the class-work.

157. *Illness.* Some children make trouble because they are sick. Perhaps an earache, toothache, sore throat or upset stomach is troubling them, but they say nothing about the problem. Instead, they seek a way to find an outlet for their discomfort.

158. What can be done to correct bad conduct on the

part of certain pupils? To recognize the cause is important, but definite action must be taken lest classwork be disrupted and disgusted pupils lose interest.

159. *Find satisfactory teachers.* If it is the teacher's fault that children are not interested and get into mischief, then you need a new teacher. No person ought to be given a class immediately but should be asked to substitute for a few Sundays, during which time the superintendent will have an opportunity to observe her and the reactions of the children. Thorough preparation of lessons ought to be insisted upon, and if the teacher has no special training, ask that she read approved textbooks and attend leadership training classes which will help her to understand children of that particular age.

Some teachers provide pre-session work for pupils who come early and may get into mischief because they have nothing to do. Others have interesting storybooks for such children to read until it is time for the session to start.

160. *Enlist participation.* Pupils are more likely to be interested if they have a definite part in the worship service and class session. The more they are permitted to do, the more they will enjoy the school and take pride in it. Sometimes problem children cease to be troublesome if they are permitted to assist the teacher in some way. This provides the recognition which they desire and gives them a feeling of importance. Responsibility has a steadying influence.

161. *Praise.* As often as honestly possible, praise those who have been giving trouble. It costs nothing to say a few encouraging words, but they are very precious to those who receive them. Be generous with your compliments, for they will pay rich dividends.

162. *Separate troublemakers from companions.* Two troublesome youngsters sitting together can keep a class in an uproar, but the presence of a teacher sitting be-

tween them can produce a calming effect. Ask such pupils to help make the lesson hour a success by giving the class the benefit of their ideas.

163. *Request their co-operation.* If Martha wants to make a favorable impression on a new boy, point out that she can do it more effectively by singing a solo or telling a fascinating story during the worship period than by snickering.

164. *Seek to develop a spirit of reverence,* both in the worship period and during the class hour, so that the pupils will resent disturbances and show their disapproval of those who cause them.

165. *Visit the parents.* Teachers can learn much from visiting the homes of the pupils, and ought to do so at least once each quarter. What they see and hear will make them more sympathetic and tolerant, and will create a desire to help the problem children rather than condemn them. Home visits show teachers how they rate with the children, for parents are usually frank in discussing how their children like—or don't like—Sunday school. If the situation has become an impossible one, lay the problem before the parents (but not in the presence of the child) and ask their advice as to what should be done. You do not want to lose such a child, of course, for he needs the teaching and fellowship of the class even more than the others.

166. *Improve health.* If you learn that a child is not well, discuss the matter with the parents and urge them to provide medical attention for him at once. If they cannot afford this, perhaps arrangements may be made for him to receive medical care at a free clinic.

Discipline in the home is a tremendously important factor in the physical welfare of children. A noted physician made the statement that in the time of critical illness survival possibility of the child who has been taught

to take and obey orders is three times greater than that of the youngster who has been allowed to do as he pleases.

167. *Deprive of privileges.* Sometimes the threat to deprive a child or young person of privileges, if conduct continues bad, is an inducement to improve. In the case of a younger child, it may mean a refusal to allow him to hold the flag during the pledge of allegiance, or the denial of permission to pass the offering basket or to sing in the children's choir. In the case of a teen-ager, it may be the refusal to send him to camp.

SECTION 7

EVANGELISM

There are millions of people in our country today who were once in Sunday school but were never brought to a decision for Christ. After years of work had been expended in teaching facts concerning Christ and His mission in the world, and many dollars had been invested in Sunday school supplies, someone failed to lead these people to a personal acceptance of Jesus as Saviour. Each year there are additional thousands who join the ranks of those who once attended Sunday school but are now lost and without hope of salvation.

A man in Boston hesitated in front of a shoe store and debated as to whether to go inside and talk with a young salesman. He was not a promising prospect, but the man did invite him to church, and eventually he became a Christian. We hear of the man no more, but Dwight L. Moody, the young salesman, became the greatest evangelist since the apostle Paul.

I. Preparatory Teaching

168. If the pupil is to become a Christian, he must be taught concerning Jesus, His work and atoning sacrifice, and must come to believe in Him as the Son of God and the Saviour of the world. If he doesn't believe in Him and wants to follow Him, he is not ready for the next step.

II. Indoctrination

169. In addition to facts which lead to faith in Christ, there are other truths which must be taught. The pupil should know what sin is, and should understand the plan of salvation. He should know the meaning of baptism and church membership. He should be made familiar with the great essentials which undergird the spiritual life.

170. Check your lesson materials and see if there are lessons in each year's work which teach the pupil what he needs to know in order to believe in Christ and intelligently accept Him. If no such provision is made, then (a) such lessons may be substituted for a certain length of time; (b) a special class taught by the pastor, may be held; (c) talks and stories presenting such teaching may be used during the worship period; (d) material supplying the necessary information may be provided for study at home with the parents.

III. Training the Workers

171. The logical person to talk with a pupil is the teacher who has been presenting the lessons each week. In some large groups, however, several workers will be needed. As a rule it is not easy to get people to do personal evangelism. Many don't know what to say or do.

172. Each year a study class in personal evangelism should be conducted. It should provide thorough teaching of the fundamentals, including the plan of salvation.

The worker who lacks a knowledge of these basic truths is like a fisherman going to the stream without tackle or a hunter heading for the woods without a gun. He simply won't achieve results from his efforts.

173. The personal worker will need to learn the best methods of approach—what to say and what not to say, for not all people can be reached in the same way. He will also need to know how to answer the questions and overcome the excuses which people will present, and what to say when leaving. It would be well to have demonstrations in the study classes, so that people will know how to conduct personal evangelism most effectively.

174. Inexperienced workers often bungle badly in talking with prospects, and should prepare for their work by accompanying those who are experienced. By observing their technique they can avoid many costly errors.

175. It is important for personal workers to make calls with a prayer in their hearts as they remember that they have as a Helper the Holy Spirit, whose work it is to bring conviction to those who are unsaved. He takes their seemingly feeble words and makes them instruments of power which strike responsive chords in the lives of those to whom they are spoken.

IV. *Preliminary Procedure*

176. It is well to have a "Decision Day" at least once each quarter, and make it a significant event in the life of the school. Point out that pupils may respond on any Sunday when the invitation is given at church, and urge them to do so. At the same time, recognize the fact that it is easier for some people to make the decision when others are doing so, and that you are helping them by having a special day each quarter for this purpose.

177. Write a letter to those who are not Christians, urging them to make the decision. Explain to them what

they will be expected to say or do, for many of them do not know.

178. Follow your letter with a personal call, which will permit you to explain further and answer questions which such a person may have. Take with you a card (which most churches have on hand) for the prospect to fill out and have ready when he goes forward on Sunday morning, if that is the custom of your church.

179. After a person has definitely decided to accept Christ, have someone make another call between then and the day he is to be received into the church. This visit will provide the opportunity to congratulate him upon his decision and thus fortify his resolution.

V. Suggestions for Personal Workers

180. Learn all you can about the person upon whom you are going to call; anticipate what may be said and what you will say to him.

181. There is a time when a person is ready to discuss religion. If you see that he is not in a mood to do so, because he is in a hurry to keep an appointment or because of others who may be present, do not mention the matter. The problems of the soul are intensely personal and should be discussed privately. The presence of others may keep him from opening his heart to you concerning things which otherwise he would be glad to discuss.

182. Be courteous and friendly, for you are out to win him. To be blunt or demanding will only antagonize him.

183. Don't talk so long that you weary the prospect.

184. Don't have a long face, for Christianity is a joyful experience, and he will judge it by you.

185. Don't assume a "holier than thou" attitude. Point out that all have fallen short of absolute righteousness and have the same need of salvation from sin.

186. Don't argue, for you will only be wasting time. If you are going to help him, let the Bible do the talking.

Have a list of Scripture references ready to use so that no time will be lost. Have him find these references in his own Bible, as he may think that yours is different from his. If he is not receptive to the simple teaching of the Scriptures, you cannot win him.

187. Don't whine; avoid sentimentality.

188. Don't make the way appear too easy, for the Christian life demands effort; yet point out to the prospect that after one becomes a Christian, he has the Holy Spirit as an invisible Helper who will assist him in living the Christian life successfully.

189. Don't become angry. If you do, you will be defeated. An angry man will never convince another that he has the truth of God. Answer questions or accusations calmly. If the prospect points out that there are hypocrites and pretenders in the church, admit that he may find such people there, but that they aren't fooling anybody. They haven't fooled him; they haven't fooled themselves, for they know that they are backsliders and lost; they haven't fooled God, who knows the hearts of all men. Describe the church as a spiritual hospital where everyone is seeking to be healed.

190. If questions are raised which you can't answer, don't bluff. Tell him frankly that you don't have the answer but will find it for him. Then discuss the problem with the pastor.

191. Don't criticize other churches, but keep the prospect's attention on the New Testament Church and what was required for salvation in the first century (you will find this in the Book of Acts). Likely he has relatives in other churches and will not appreciate your condemning them.

VI. *Additional Suggestions*

192. On Decision Day have some of the members invite the prospects to sit with them during the church service.

Go toward the front and arrange for prospective members to be seated next to the aisle so that they can leave their seats easily when the invitation is given.

193. Have a reception for the new members within a short time after they have been received. Provide a flower for each to wear so that others will know who the new members are.

194. It is important that new members be bound to the church by kindly oversight. If possible, conduct a class for them where they can learn the meaning of church membership just as they have been taught the fundamentals of faith which are basic to becoming a Christian. Many churches have a procession coming in the front door and another going out at the back door, so that at the end of the year they have only a few more members than they had at the beginning.

195. If the school is participating in a revival, classes will want to take responsibility for certain nights each week, seek to have a capacity attendance on such evenings, for a half-filled church depresses a speaker and creates an unfavorable impression on visitors.

196. An adult class may want to help the fall activities get off to a good start by having a "Surprise-the-Preacher Day" on the first Sunday the pastor returns from vacation. This should be well attended. If the school is small, the entire organization may want to sponsor such a project.

197. Some schools honor those who have been able to win someone by inducting such workers into a "Fishermen's League" composed of those who have been successful in winning others to Christ. Usually a banquet is held in honor of such workers.

SECTION 8

GRADING

198. The teaching of religion is an educative process, like teaching arithmetic, history and geography, and the purpose of grading is to group those of similar mental development, in order that the most effective work may be done. There are times when exceptions have to be made, such as allowing mentally retarded pupils, and some who, through no fault of their own, may be behind in school, to be placed with those of their own age rather than have them resign, but to follow public-school grading in the Sunday school has been found best.

199. The grading of pupils, then, will be as follows:
Cradle Roll and Nursery Department—children under four years of age.

Beginners, or Kindergarten Department—ages 4 and 5.

Primary Department—grades 1, 2, and 3—ages 6 to 8.

Junior Department—grades 4 to 6—ages 9 to 11.

Intermediate Department—junior high, grades 7 to 9—ages 12 to 14.

Senior Department—senior high, grades 10-12—ages 15-17.

Young People's Department—college and business young people—ages 18-24.

200. Adults should also be graded, but this cannot be done successfully, for either they will go where they want to go or not attend. Nor is it possible to "graduate" them from one class to another, for few people are willing to join an older group. The only way to meet particular needs is to form new classes, if rooms and teachers are available.

At the same time, the classes should agree on certain age limits, and members should not invite into their classes those who exceed these limits. Complications arise, however, when younger women marry older men; they are not willing to go into an older class with their husbands, but the husbands are completely willing to join a younger class with their wives, so soon a very "mixed" group results.

201. The most logical groupings in the Adult Department are:

Newlyweds (mixed, ages 18-25).

Young adults (mixed, 25-39).

Middle-aged adults (mixed, 40-59).

Older people (mixed, 60 and above).

"Home Department" (composed of shut-ins).

In addition, provision should be made for a class of business and professional women, composed of unmarried women of all ages, and a men's class, or women's class, for those of all ages.

202. In small schools, where there would be only two or three people in each grade, it is advisable to combine all the classes in a department and call it the "Junior Class" or the "Young People's Class." This will provide the stimulation of larger group participation.

203. Small schools usually use the uniform lessons, a series in which the quarterlies are written for departments rather than individual grades. If the graded lessons are preferred, have the group study a different "year" for three years and then revert to the first again. By that time all of the children who were in the group will have been promoted into the higher department, and new pupils will have replaced them.

204. The two "lost" groups in most schools are: (1) the newlyweds, who soon find that they have little in common with the young people, and yet are not happy in the

"young married people's class" attended by many "ancients" in their thirties. (2) the unmarried ladies who don't seem to fit into any group. They should have their own class composed of business and professional women.

205. Considerable confusion will be avoided if pupils are placed in the proper class when they enroll. The superintendent should not only remind the pupils that they should not bring older or younger children into their classes, even if the neighbors send such pupils with them, but also explain why this policy is best. Sooner or later these older or younger children become a problem in the class, for the lessons will not interest them, and they will get into mischief. It is wiser to have the children in the proper class invite these misplaced youngsters to join their group, where they will soon be well adjusted and happy. Also, calling on the parents of the children will prove helpful.

206. Some superintendents have the notion that children in the Nursery Department are too small to learn and that their only need is someone to "keep them quiet." These youngsters are old enough however, to sing songs, learn short verses, listen to stories, see and appreciate pictures, and enjoy slides or flannelgraphs. Much can be accomplished if teachers will only go to the trouble of gearing their programs to the needs of these little pupils. Make your Nursery Department a vital department.

207. The Cradle Roll section of the Nursery Department should be in an adjoining room, where the crying of the babies will not disturb the others. Mothers could take turns caring for them, unless the school prefers to pay a regular baby-sitter. Small beds should be provided for children too small to walk, and toys should also be available.

208. Should boys and girls attend separate classes? Is it necessary for boys to have men teachers and girls

to have women teachers? No. Some think they should be separated to permit opportunity for sex education, which not one teacher in a hundred does. The children are together in the public school without friction. Much of the foolishness about separating boys and girls can be attributed to unwise adults, who, to stimulate competition, attempt to create differences between the two groups. One large school makes it a practice not to use men teachers for classes below the Intermediate Department, but to reserve them for the teen-agers.

209. Does your school include a few children who are more mentally or socially mature than their classmates and consequently want to skip a grade, and perhaps threaten to leave Sunday school if they are not allowed to do so? Intermediate girls who, at fourteen, are mature for their age, are the worst offenders. Do all you can to keep such pupils in the group, for most of the older young people will resent the presence of these "babies." Rather than lose them, permit them to change. However, leave the way open for them to come back to their class if they are not happy after spending a few weeks in the other group.

210. Should the younger children be placed in the basement, kitchen, furnace room, attic, belfry or other unattractive places? Psychologists say, "No." Such children are at an impressionable age, and if they are going to develop a love for the church, they ought to be in the midst of beautiful surroundings. If necessary, let older people, whose characters are fixed, meet in the less attractive places.

211. Should new classes be started? This depends upon the number of rooms and teachers available, as well as the possibility of growth. It is better to have one excellent teacher for a large group than to divide the class and force half of them to endure inferior teaching.

212. When capable teachers are available, and there is adequate room, it is advisable to divide an exceedingly large class, if this can be done without creating friction. When a group becomes too large, the members are afraid to participate in class discussion; also, if the room is too large, it is difficult for the students to hear or to see blackboards and maps.

213. As adult classes grow, care should be taken so that the members, considering themselves removed from the larger unit, do not simply go home after class with the feeling that they have no part in the larger work of the church. It is true that parents who have young children often conclude that they cannot stay for church, but most of the adults have no such excuse. If these younger parents live near enough to the church, either father or mother ought to return for the church service, perhaps alternating.

214. A class ought to understand that it has no "claim" on the room which it occupies, and that when another group has a greater need, a willing exchange should be made. In many schools, classes which were once large but have become small are occupying the same rooms, despite the fact that only a handful of pupils are present. This is definitely wrong.

215. A department which is omitted in many schools, but which can be exceedingly helpful, is the "Home Department," composed of shut-ins. This should have a superintendent, like the other departments, who should see that the members receive quarterlies, papers and occasional calls. Some of the shut-ins will want to send offerings, which should be received.

216. Some schools have an enrolling secretary to whom all newcomers are brought. After filling out the information card, an assistant takes them to the proper depart-

ment, where they are introduced to the superintendent, who sees that they enter the proper class.

217. A leadership training class may be conducted for three months or continuously. Age limits are disregarded in such a group.

218. Approximately once each year a pastor's class should be conducted for those who are interested in becoming Christians. This would include children of all ages.

SECTION 9

LEADERSHIP TRAINING

219. *Where shall teachers for the Sunday school be found?*

At some time or other every Sunday school is in need of teachers, and the superintendent is often in despair as to where to find them. There may be older young people who are willing to teach, but these should not be used unless absolutely necessary, for they should be enrolled in a class as pupils. Young adults who have children and appreciate the importance of teaching represent the best possibility. Many of these are college trained, and some of them have had experience as teachers in the public schools. Older people, who feel that they have "served their time," may be prevailed upon to teach, but they should not be carelessly assigned to classes. Many churches have coming into their membership talented and experienced teachers who have moved to town and would be glad to teach. Check your adult classes for such possibilities.

220. *Can anyone be a teacher, or should he be called*

to teach? All Christians are *commanded* to teach and preach the Christian Gospel, but some have more natural talent for this task than others. To see a need and have the ability to meet that need is the only "call" that is necessary. Usually people who have a talent for teaching also have an urge to do so. Find these people and encourage them to enter training.

221. *Which is preferable, an untrained teacher who loves God, or a trained one who doesn't?* Neither. The trained teacher who loves God is the instructor you want. There is something wrong with the teacher who loves God but who will not enter training, and if one does not love God, he should not be teaching.

222. *What are the various types of schools?* (1) Local classes; (2) denominational schools, with perhaps several churches participating; (3) interdenominational schools.

223. *How often should classes be held?* This is governed by the convenience of those attending and the type of teaching which the school seeks to achieve. Some Sunday schools make leadership training a regular part of the teaching program, and the classes are held during the regular Sunday school hour. Others meet for training an hour before the church service on Sunday evenings, while the children are attending youth meetings.

224. *There are "intensive schools,"* which meet two hours every evening for one week. The advantage of this type is that those enrolled attempt to set aside everything else during that week in order to attend classes. The disadvantage lies in the fact that there is an effort to cover too much material in too short a time, and most of those attending find that they lack the time to study the lessons and complete the required work.

225. *Other schools meet for two hours twice each week* over a six-week period, or once each week for twelve weeks. Such a schedule permits completion of work, but

there is the danger of diminishing attendance. Occasionally women's classes are held either in the morning or in the afternoon and dismiss before the children leave school.

226. *Which schools are the better—accredited or non-accredited?* The accredited schools have these advantages in their favor: the teachers must qualify, prepare properly, and submit reports. The pupils must complete the required work if they are to receive credit and pass an examination. The textbooks are written for specific courses.

Much benefit can be received from nonaccredited courses, but pupils are likely to be spectators rather than students and be uninclined to do the assignments. The teachers may or may not be particularly trained in the subjects which they attempt to teach.

227. *How many types of courses ought to be offered for the training of teachers?* There are many which are available, but three types are absolutely necessary: (a) Bible courses, which provide a foundation for teaching; (b) psychology courses, which help teachers to understand the natures and needs of the pupils; (c) methods courses, which show teachers how to teach the particular age group with which they are working. In addition to Bible content courses and specialization courses for teachers in all departments, the following should be offered:

How We Got Our Bible	Stewardship
Old Testament History	Personal Evangelism
New Testament History	Christian Homemaking
The Life of Christ	How to Understand the
The New Testament Church	Pupils
Church History	How to Teach Religion
The Program of the Church	How to Plan Worship
Personal Religious Living	Programs
Great Christian Teachings	Church School Administra-
Prayer	tion

228. *What planning should be done in preparation for leadership training?* It is advisable for the Educational Committee to plan ahead for several years, if teachers are to have a well-rounded course of training. The committee should also consult the files to learn what courses have been offered during the past five years and who took them. With that information available, the teachers should be consulted regarding what they consider the most pressing needs, and at the following Workers' Conference a program covering at least three years should be submitted for approval. Specialization courses will, in most cases, have to be taken in a community school because of the small number of teachers in each department.

229. If more than one class is to be held in the local school, someone should be appointed dean, preferably one who has specialized in religious education and had considerable experience. Teachers and textbooks should be chosen well before the school begins so that the teachers will have opportunity to study and prepare thoroughly. The venture should be publicized through the church bulletin, city papers and the radio.

230. When the church finances the school and no fee is necessary, the situation is excellent. It is better still when the school pays for all textbooks, provided the pupils complete the work. If outside teachers are engaged, it is only fair that they should be paid a nominal amount for their services.

231. Encourage promising prospects to attend classes. We don't want "quack doctors," and it is even more important that we do not have "quack teachers," who have only a superficial knowledge of spiritual things.

SECTION 10

THE LIBRARY

Every church should have an adequate library, and see that the books are kept in use. Today the world is flooded with books, but most of them are neither good nor Christian. City libraries are growing; yet scarcely more than one book in a hundred is of a religious nature, and most of the volumes are placed there by cults for propaganda purposes. In Christian homes one finds an increasing number of books, but the majority of these are fiction selected by a book club, and religious books are conspicuous by their absence. It is, therefore, of great importance for the Sunday school to provide and popularize books which will contribute to the spiritual growth of the members.

I. How can a library be built?

232. The Sunday school can set aside a certain amount of money each month for the purchase of books. The church may be willing to add an additional amount each month from its treasury.

233. Books may be donated by the members. These should not be old, castoff books which no one would want to read, but new volumes in which the names of the donors will appear.

234. Mimeograph an approved list of books, with the price of each, and ask the members to indicate the book or books for which they are willing to pay. This is preferable to having them buy books which may appeal to them but be unsuitable for a church library.

235. Classes may want to contribute the price of a book or two each month.

236. At Christmas, members of the church can be given

the opportunity to present books, chosen from the approved list suggested above, to the library as a gift.

237. If there is no other way to obtain books, an ice cream social can be held for the purpose of raising money.

238. A book committee, keeping in mind the needs of all, should read and recommend a list of books. The fact that a book is a best seller or popular is no reason for buying it; some of the best sellers are positively degrading.

II. *What books should be in a Sunday school library?*

239. An adequate library should include—

A Bible commentary	Devotional books
A Bible dictionary	Bible-study books
A Bible geography	Religious fiction for children
A Bible concordance	and adults
A Bible history	Worship programs
Inspirational books	

It should also provide books on—Psychology, religious art, teaching methods, church school administration, church school supervision, stewardship, the history of the Church, recreation, Church doctrine, lifework and marriage.

III. *What can be done to stimulate interest in reading?*

240. The bookcases should be placed where people will see them.

241. Mention of new books should be made in the church bulletin.

242. Class librarians should display and describe several volumes in the classroom each Sunday.

243. Occasional five-minute reviews will help to create interest. The more people know about the books, the more likely they will be to read them.

244. A year's program of reading can be prepared for

various classes. The members should be encouraged to complete it within that time.

245. An honor roll can be posted to show the number of books taken out by each class during the month.

IV. *How can the books be kept from getting lost?*

246. The bookcases should be kept locked, and a schedule should be posted so that borrowers will know when the library will be open. The librarian should always be present at the times indicated.

247. Overdue notices should be mailed or the borrowers should be contacted by telephone. Frequently books are buried under a pile of papers or magazines in the home. It is not advisable to fine borrowers whose books are overdue, since most people have to be urged to read religious books.

248. At the end of the year an effort should be made to have every book returned. Make proper repairs before the books are again available to readers. Usually the young people will be glad to assist in repairing these volumes.

V. *Additional reading sources.*

249. Provide the city library with a list of religious books for future purchase. It is possible that such libraries do not buy religious books because they do not know that they are in demand.

250. Children's Book Week may be an excellent time to submit a list of religious books for children and young people. Also state where such books can be purchased.

251. Denominational headquarters usually have libraries from which religious books can be obtained.

252. Some colleges have circulating libraries which are available to all who wish to use them.

SECTION 11

LITERATURE

253. *What literature is usually ordered for the Sunday school?*

- a. Quarterlies for both the teachers and pupils.
- b. Pupils' workbooks.
- c. Sunday school papers for all departments.
- d. Devotional leaflets for worship services.
- e. Picture cards and picture rolls.
- f. Picture sets for purposes of illustration.
- g. Superintendent and teacher magazines, dealing with church school administration.
- h. Family life magazines.
- i. Devotional booklets for private worship.

I. *What are the characteristics of good literature?*

254. It should be written by experts who keep the interests and needs of the pupils in mind.

255. It should be true to the Bible, building faith rather than creating doubts. It should present Scripture truth positively rather than raise disturbing critical questions which cannot be settled in an entire seminary course. Someone has said that today people know too much that "ain't so" and not enough that is. Be sure your quarterlies deal with certainties. No quarterlies should be ordered until the Educational Committee has examined them for suitability.

256. It should employ a vocabulary within the understanding of the pupils, and depict their everyday experiences.

257. It should be sparkling in style, so that the children will want to read it.

258. It should use the methods which have proved most effective for the age group for which it is written.

259. It should be well illustrated with pictures and human-interest stories.

260. It should deal with problems which are of concern to the pupils and should present practical applications to everyday living.

261. It should relate the lessons to projects which will give the pupils an opportunity to put into practice the truths which they have studied.

262. It should be printed on paper of good quality, in readable type, and be attractive in appearance.

263. Literature should be ordered about six weeks in advance of the time when it is to be used, for publishing houses must fill thousands of orders. If the matter is forgotten, and the literature is needed within three weeks, the order should be sent by air mail. When supplies are late, the school is thrown into confusion.

264. Make certain that sufficient material is ordered, and keep in mind the fact that attendance is usually larger in the fall and spring. Moreover, promotion day in September will affect the attendance in several departments, and adjustments will have to be made.

265. Quarterlies and Sunday school papers are supplied at a remarkably small cost, so don't seek bargains. There is no guarantee that the costliest, most attractive material is best for your school, nor is there any assurance that by selecting the cheapest material you have made the wisest choice. The basic consideration is not the pennies you will save but the truths which your pupils will be taught.

266. Order quarterlies for everyone, even if they are used infrequently. One productive idea or bit of inspiration is worth the small cost of the booklet.

267. Extra quarterlies or Sunday school papers can be

placed in the public library, reading rooms, or railroad and bus stations; if you will notice the literature in such places, you will observe that it was placed there by rapidly growing churches. Be sure to stamp the name of your church on all such material.

268. Mission stations are usually in need of unused supplies, and particularly colored pictures. Contact such groups before mailing material to them, and call the post office regarding postal rates if you plan to send supplies to a foreign country.

269. Be sure to mail or deliver a Sunday school paper to every pupil who is absent. This will be a reminder to attend, and will be doubly appreciated by the member who is ill.

270. Are your Sunday school papers being read, or do some of the pupils glance at the features which interest them and then leave the papers in their seats? It is a fact that television has a tendency to reduce interest in reading of all kinds, which is, of course, unfortunate. If pupils are failing to take their papers home, occasionally have someone give a five-minute review of the paper for that day. This will necessitate providing a copy for the reviewer a few days before the review is presented. A capable reviewer can arouse curiosity and create a lively interest in the material.

271. If you have a dependable secretary (or librarian), retain her as long as possible, for she will be thoroughly familiar with all necessary supplies, the needs of the various departments, and the details of ordering.

272. There is no reason why an elective course may not be substituted for the regular lessons for three months, if the class desires this substitution.

273. Vacation church school texts should be ordered for examination at least two months before the school starts. This will make it possible to examine the material

properly and to order it early enough for all the workers to study the material thoroughly and acquaint themselves with the suggested handwork.

274. The superintendent and the secretary should obtain a new catalog of supplies each year, because of changing prices and the constant addition of new items. If your publishing house supplies these catalogs regularly, without a special request, be sure that any change of address is reported promptly.

SECTION 12

OBJECTIVES

A wise colored man once said, "The reason some folks don't get nowhar is dat dey ain't goin' nowhar when dey starts."

That is true of many Sunday schools. Year after year they sing the same songs, retain the same order of service. Such schools have no goals, no inspiration, no challenge. The school which has no goals will never accomplish as much as one which sets its sights high and works to reach its objectives.

I. *Attendance.* (See the section on "Attendance.")

275. Capacity attendance should be the goal of every Sunday school, for every seat represents a soul which ought to be sought and brought. The church invests thousands of dollars in building and equipment, which represents sacrificial giving on the part of many people, and the Lord's money is wasted if the building is not used to the fullest capacity. How much is your property

worth, and what are you doing to justify the amount invested?

276. Your attendance goal ought to be high enough to challenge but not so unattainable as to discourage and depress.

277. Steady, consistent work is always more effective than spasmodic effort. Nothing is more powerful in building attendance than interesting lessons, warm fellowship and worthwhile activities in the various departments of the school.

278. When you conduct an attendance drive, do not continue it so long that it becomes wearisome, nor repeat it so often that it loses its appeal.

279. Be sure to choose a suitable time to conduct a drive. Summer is preferable to winter as a season for such a project. One medium-sized school went out to win "one hundred new pupils in one hundred days," and actually reached an enrollment of a hundred and seven during the summer months.

II. *Bible Reading.*

280. In view of the fact that the Bible is considered the greatest Book in all the world, it is read amazingly little. A Bible quiz, in any department, reveals the fact that there are many whose Bible knowledge does not exceed that of a Junior child, and that numerous churchgoers are virtually spiritual ignoramuses.

281. Bible reading, to be valuable, must become a habit. There should be a regular time set aside for this spiritual exercise, and nothing should be permitted to interfere with it. Some people prefer the morning for Bible reading; others may choose some time during the day; employed people may find it most convenient to read their Bibles at night. It is a fact that after one has established the habit, he considers the day incomplete unless this devotional period has been observed.

282. To be a genuine Bible student demands more than the reading of certain devotional sections of Scripture. The student should consult a book of Bible history to provide the background for his study and a volume of Bible geography, with a set of maps, so that he can visualize the land. A Bible encyclopedia will supply information concerning the people and their customs, and a concordance is essential to a topical study of the Scriptures. The student should also have a Bible commentary to explain the meaning of the verses read. It would be profitable for the student to memorize the great texts of the Bible.

283. Various plans have been used in an effort to get people to read the Bible. Some schools ask that the pupils read the entire Bible, or perhaps the New Testament, in one year. Other schools request that every member read a certain book simultaneously at a designated time. Still others have a Book a Month Club, composed of those who promise to read at least one book of the Bible each month. A certain book may be recommended for each month, or pupils may be allowed to read the books of their choice. Reports should be submitted at the end of each month and a chart prepared.

284. Those who attempt to read the Bible straight through often become discouraged and abandon the project. Young people and children should read portions of Scripture which are within their understanding and experience.

285. Stunts, such as having the Bible read continuously day and night, or copying the entire Bible in long-hand, are of doubtful value.

286. Bibles should be printed in type large enough to be read easily, and should have strong, durable bindings. Some people find modern speech versions easier to understand than the King James Version. It is preferable to use only one version for responsive reading in classes.

287. Interest in Bible reading may be aroused by supplying a mimeographed list of practical problems whose answers can be found in certain chapters assigned for reading during the week. These problems and solutions should be discussed on the following Sunday.

288. It is a commendable practice for one to have a New Testament with him at all times so that it can be read in free moments.

III. *Christian Character.*

289. Having led pupils to a belief in and acceptance of Christ, Sunday school has as its final goal the development of Christian character. It is not enough for people to repeat, "Thou shalt not steal." They must not steal watermelons, cheat in school, or falsify income-tax returns. It is well to quote, "For one is your Master, even Christ; and all ye are brethren," but it is important that we should treat all men as brethren. Religion today fails to put Scripture into practice. A knowledge of the Bible is exceedingly valuable, but do not be satisfied until you see Christian character grow from year to year.

IV. *Christian Fellowship.*

290. In a sense, we have fellowship one with another through attending the various services of the church and school. Yet it is possible for a person to be present in a group week after week and still be lonely. It is only as people come to know each other, and soul responds to soul, that there is the satisfying feeling of kinship, and the comforting sense of belonging.

291. The Sunday schedule is so full that we must find ways to bring people together long enough for them to become acquainted. After the lesson a few minutes can be devoted to this worth-while purpose. Since many hesitate to introduce themselves to strangers, those who meet people easily should make the introductions.

292. Newcomers should be encouraged to attend the regular class social, and additional social hours can be held after the evening services. During the summer, when the weather is pleasant, encourage class members to invite newcomers to "backyard circles," weekly gatherings attended by six or eight couples. Occasional weekend camping trips during the summer provide excellent opportunities to make new friends, and are enjoyed by adults and young people equally. It may be well to divide large adult classes into groups of twenty or twenty-five, thus making it easier for shy newcomers to feel at home in a social group.

V. *Churchmanship.*

293. Many are reared in the church but are unfit for leadership because they know nothing about the organizational side of the church or its functions. From time to time there should be an elective class to acquaint young people and adults with the organization of the church, the duties of the officers and their methods of work, the program of the Church, both local and world wide, and the relation of the local church to other churches. Unless people understand and appreciate the significance of their church, they cannot be expected to give loyal and faithful service.

VI. *Evangelism.* (See the section on "Evangelism.")

294. The goal of every teacher (of Juniors and older) is to lead the pupil to the acceptance of Christ. Any teacher who does less than that has fallen short of the Gospel purpose. Of course, there are many factors which counteract the teaching and influence of the Sunday school teacher, but every teacher should seek nothing less than the winning of those in his class.

295. It is well for every school to set as a goal the winning of others to Christ. However, this aim should

not be stressed to the point where teachers urge pupils to "join the church" in order to help the class meet its quota, or to "make church membership one hundred percent" in the class. An unwilling decision, or one having any motive other than the personal desire to follow Christ and become a Christian, is valueless. The numerical goal, of course, will be determined by the number of prospects on the list. To set a goal of a hundred new members for the church despite the fact that a diligent canvass reveals only fifty prospects on the list means a defeat which will have a depressing effect.

296. Personal evangelism, which is a person to person presentation of the Gospel and depends on reason and understanding rather than an appeal to the emotions, is the most effective form. The majority of those who join the church attend Sunday school as well as church services.

297. A quarterly "Decision Day" is advisable, since some find it easier to make a public profession of faith in Christ when others are doing so. Care should be taken however, to prevent pupils from concluding that they should wait for a special day to accept Christ, for this vital step is not to be delayed. Emphasize the importance of accepting Christ and stress the fact that they may respond to the invitation at any time.

298. When the church decides to hold an evangelistic meeting it should engage an established pastor rather than a professional evangelist. If an evangelist is to be engaged, his personal life, as well as his methods, should be scrutinized. If possible, a committee should visit his meetings and see him in action. Evangelists who use cheap, claptrap methods can damage a church severely. There should be a thorough follow-up program and a conscientious shepherding of those who come into the church. No mother would think of bringing children

into the world and then neglecting them, but many churches have been guilty of precisely that. Make sure that the converts don't slip back into the old life.

VII. *Appreciation of Hymns.*

299. Today there is a tendency for some religious educators to insist upon the exclusive use of solemn hymns, most of which were written generations ago, and to frown upon those written in recent years because they are not "great music." Some recent hymns, they say, are light and sentimental and should be discarded completely. This effort to pour all music into one mold does not take into account the fact that emotional natures vary, and that what appeals to one may not meet the needs of another at all. It has been the experience of many who are familiar with all types of hymns that in times of stress, worry and fear, the hymns which bring strength and confidence are not the liturgical type, intended for use in the great cathedrals, but those learned in Sunday school.

300. There is room for all types of hymns in the services of the church, provided they are chosen wisely and used for the purpose for which they were written.

The *objective* type of hymn is directed to God in praise or prayer. Praise hymns, sung in grateful thanksgiving to the Heavenly Father, are: "Praise the Lord," "Lord, Thy Glory Fills the Heaven," "Praise Him! Praise Him!" and "Light of the World, We Hail Thee." Prayer hymns are: "O Master, Let Me Walk with Thee," "Open My Eyes That I May See," "My Faith Looks Up to Thee" and "Jesus, Keep Me Near the Cross."

The *subjective* type of hymn is addressed to the audience and is intended to produce a certain effect. Hymns of this type are: "It Pays to Serve Jesus," "Shout the Tidings of Salvation," "Jesus Is Tenderly Calling" and "Some-time We'll Understand."

Hymns are most effective if they are related to the

sermon topic. Make sure that the departmental superintendents or worship leaders understand the significance of the hymns.

301. Ask those in charge of worship to teach the meaning and appreciation of the hymns. "Holy, Holy, Holy" is one of the great hymns of the Church, and is sung even by pupils in the Junior Department, but how many understand the Scriptural background of the hymn? "Cherubim and seraphim, falling down before Thee," we sing, but how many—even adults—know what cherubim and seraphim are?

VIII. *Indoctrination.*

302. Are the children and young people in your school being properly indoctrinated? Are they being taught the great essentials of faith which are found in the New Testament? Do they know the plan of salvation? Are they able to express it clearly to others? Do they know how to combat false teaching and maintain their loyalty in a day when they are being besieged on every hand? Unless the young people go out with a deep faith in God, and convinced of the Bible's authority in the spiritual life, they are not prepared to face life.

Occasionally the lower departments should present stories and talks explaining the great teachings of the Bible, and the young people should have the opportunity to take elective study courses which may be offered during the regular lesson hour on Sunday morning. If it is not wise to conduct the class at that time, have the group meet for an hour before the evening service each Sunday for three months.

IX. *Life Dedication.*

303. How many young people have entered Christian work since your church was founded? How many are in training at present? How many in high school have ex-

pressed their purpose to engage in some phase of religious work? Do you have a "Lifework Recruit Band"?

What is the church doing to encourage young people to prepare for Christian service? Is there a scholarship fund or a student-loan fund for those who need financial assistance?

X. *Missions.*

304. When Jesus said, "And ye shall be witnesses unto me both in Jerusalem, and in all Judea, and in Samaria, and unto the uttermost part of the earth," He entrusted to His followers a responsibility which extended far beyond the local church.

How many missionaries have gone out from your church to engage in the larger work of the kingdom?

What percentage of your church budget is used for missions? How much does the Sunday school contribute each year?

Does a church "love its neighbor as itself" if it gives less than fifty percent to missions?

Set a financial goal for missions each year. See that those in the church are informed of the work which is being done in mission lands, and know the needs of the fields. Convince them that this is an important part of the work of the church, and not something optional, which they may do or not do as they please. Christ gave the order, and it is our responsibility to see that it is obeyed.

Constantly emphasize the fact that America is a great mission field which needs our attention. How many millions of non-Christians are there in our country? How recently have you sponsored a new mission Sunday school which will eventually grow into a church?

XI. *Offerings.*

305. The Sunday school is not a money-raising institution; it should not be expected to support the church

budget, and it should not be pressured to raise money for church projects.

306. Offerings should be brought as an act of worship, and because the givers love God, rather than because a certain amount of money must be raised. Classes should from time to time give to worthy undertakings of the church, such giving should be voluntary or the teachings of the class hour will be undermined.

307. It is right to teach the tithe as the Biblical standard of giving, and to urge people to adopt the method. If Christians tithe faithfully, there will be money in abundance, and it will not be necessary to cause embarrassment by demanding additional financial support.

XII. *Parent-Teachers' Association.*

308. If the P.T.A. is an advantage for the public school, it is also an advantage for the Sunday school. A monthly "get-together," by departments, of parents and teachers will provide an opportunity to discuss the problems which they have in common. You will be surprised at the response. If a monthly meeting is impossible, meet quarterly. The superintendent should see that a program is planned which allows plenty of time for the discussion of problems. If possible, send the parents postcards listing the problems and requesting that they be prepared to present solutions.

XIII. *Prayer.*

309. Make a list of people who will pray in public, and give all of them opportunity to offer prayer.

310. If the room is large, or many people are present, ask them to come to the front so that they may be heard. Let them know in advance that they will be called upon to offer prayer. This will permit them to prepare.

311. Discourage long-windedness by emphasizing that

we are not heard for our much speaking. Those who lead in prayer should be reminded to keep their utterances reasonably short when they are praying in public.

XIV. *Preparation for Marriage.*

312. Occasionally high-school pupils and older should have opportunity to take elective courses which will prepare them for marriage and homemaking. The church has neglected this most important phase of religious training, despite the fact that countless homes are disintegrating. Investigate the possibility of presenting lectures by physicians and psychologists qualified to speak on these subjects.

XV. *Recreation.*

313. The church is competing with commercialized amusements which are highly specialized; therefore it cannot do less than see that adequate provision is made for recreation of the right types. Appoint a committee which will plan a program of recreation for each department, and see that the plans are executed. This committee should consist of those who are not only interested in recreation but will specialize in it and develop programs which are outstanding. Caution them, of course, to avoid criticism by omitting dancing or games which involve dice or cards. There are numerous forms of recreation which will not give offense.

XVI. *Summer Camps.*

314. These afford relaxation and instruction for people of all ages, and are extremely worth while. Make it possible for as many as possible to attend. If no camps are near, or it is possible for only a few to attend, plan to have your church sponsor several week-end camps. When your church sends a group of young people to some state or nationally sponsored camp, conduct a "going away" ceremony to impress them with the fact that, as

your representatives, they should aim not merely to relax, but to train for leadership.

315. *Service Projects.* (See the section on "Service Projects.")

316. *Workers' Conferences.* (See the section entitled "Workers' Conference.")

317. *Worship.* (See chapter on "Worship.")

SECTION 13

THE OFFERING

318. Why should an offering be taken in the Sunday school? Wouldn't it be preferable for the church to pay all expenses in connection with the Sunday school, and thus make possible one service each week in which there was no request for money?

319. The Church teaches the principles of Christian stewardship, and this is an opportunity for the pupils to practice these principles.

320. Giving is an act of worship, and if the offering is made an act of worship (rather than merely a "collection") it contributes definitely to spiritual experience.

321. There are worthy projects, the outcome of the lessons studied, that cannot be carried on without funds.

322. Pupils are more likely to appreciate the quarterlies, papers, pictures and other supplies if they share in the cost of them.

323. Many who are not members of the church, or are members who live out of town, do not contribute through a church pledge, and the offering provides an opportunity for them to give.

324. The Sunday school is not a money-raising institu-

tion, and the offering should not be made an end in itself. In the past there have been smaller churches which have held such a view, but this approach is wrong. These churches insisted on "one treasury," which meant that all of the Sunday school offerings were given to the church treasurer, and the church board paid the expenses of the school. The result was that, whereas the Sunday school took offerings sufficient to meet all their needs, the Finance Committee of the board provided the minimum of supplies, and the school was forced to plead for necessities. Those who give the money should decide how it may best be used, and the Sunday school should have its own treasury.

325. The purpose of the offering should be explained to the pupils. They should understand that it is not given to the teacher, and that it is not used merely to pay for the papers which the pupils receive. Rather, it is a gift which they are presenting to God in appreciation for His goodness. Teen-agers and adults should be led to see that money represents life, and that when they give money for which they have worked, they are giving a part of themselves. Children should be urged to earn what they give rather than depend on their parents to supply their contribution to the offering. Of course, no one, whether young or old, rich or poor, should be pressured to give; whatever is given to God should be given with a willing heart; otherwise it is simply extortion.

The offering service should be reverent and beautiful. A typical service, suitable for use in a Junior Department, would be as follows:

326. The offertory (quiet music). As this is played, those who are to take the offering should come to the front and stand facing the group.

327. The reading, by the superintendent, of appropriate verses from the Bible, or the quoting of an of-

fering verse, to which a memorized response is given by the children.

328. The taking of the offering, while quiet music continues.

329. The presenting of the gifts to God. This should be preceded by a short prayer.

330. An offering hymn of thanksgiving. If desired, this may be sung before the offering verses.

It is always preferable to offer the prayer after the gifts have been received; then it is truly a presentation. Some offer prayer before the offering as a means of trying to pry an extra coin from the worshipers. This completely spoils the service.

331. Nothing embarrassing should be associated with the offering. Felt or velvet should be placed on the bottoms of the offering plates so that there will be no ring of coins to declare the size of the gifts. In some children's departments, pupils are asked to march to the front of the room and put their offering into a plate which the superintendent holds. This is embarrassing to children who have no offering, and should not be done.

332. Should offering envelopes be provided for children? The children enjoy using the envelopes, and the use of them will develop a habit which will prove valuable in later years. These envelopes should be pink or green so that they can be distinguished easily from the church envelopes. Some schools, which use the "six point" or "ten point" system of rating, use the larger envelopes prepared for this system.

333. At various times throughout the year, special offerings will be taken for missions, benevolence and other causes. Prior to these offerings, make plain the purpose for which they will be taken, and where the money will be sent. You will want to publicize such offerings by talks, posters, leaflets and films; human-interest stories

will help people to see the need and encourage them to give.

334. If your school is supporting a child in an orphan's home, you may want to have the child visit the school a week or two prior to the offering, but do not have him present on the day the collection is received.

335. If your school has a budget, the announcement of it should be more to acquaint people with the needs of the school than to raise money. Simply let it be known that the school must operate within its income, unless the church board has agreed to underwrite any deficit, and that it cannot spend more than it receives.

336. The secretary who counts the money should not be careless and leave it unattended, thus making it a possible source of temptation to children who may see it. As soon as it has been counted it should be given to the general treasurer, who should keep it safely under lock and key. We must face the unpleasant truth that thieves will not hesitate to steal even from a church.

SECTION 14

THE PROGRAM OF WORK

If you want a definite annual program of work, ask your Efficiency Committee to submit for approval a month by month outline consisting of (1) a theme for the month, (2) a hymn for the month, which will be sung each Sunday, (3) a book of the Bible to be read by all classes and departments (4) and a list of projects and service activities. This will be a new approach for most schools, but the response will be enthusiastic. Below is a sample of

such an outline, which should be submitted for approval about December 1 and may vary from year to year:

337. *January*: "STEP AHEAD MONTH"

Every member should learn to do one new thing.

Hymn: "Help Me Find My Place."

Bible Book: Matthew.

Installation of teachers and officers (if not done in October).

Preparation for Youth Week.

Organization of leadership training class.

Observance of Universal Week of Prayer.

Quarterly Fun Night.

338. *February*: "YOUTH MONTH"

The young people should be given a prominent part in worship services, both in Sunday school and church. The first week of the month a Youth Banquet should be held, and special young peoples' activities should be scheduled each night of that week.

Hymn: "Give of Your Best to the Master."

Bible Book: Mark.

Race Relations Sunday.

Boy Scout Week.

Christian Endeavor anniversary.

Ordering of supplies for the April quarter.

339. *March*: "EVANGELISM MONTH"

Emphasis should be placed on personal evangelism, in preparation for Easter. The school should provide special instruction concerning the plan of salvation, the listing of prospects for church membership, personal calls, etc.

Hymn: "Rescue the Perishing."

Bible Book: Acts.

Class in personal evangelism.

Preparation for Easter program and offering.

Temperance Sunday.

Clean-up of grounds and building.

340. April: "KNOW YOUR CHURCH MONTH"

Each Sunday five-minute talks should be given concerning the brotherhood and the local church.

Hymn: "Faith of Our Fathers."

Bible Books: First and Second Timothy, Titus.

Preparation of plans for Easter services.

Preliminary planning for Mother's Day and the Mother-Daughter Banquet.

Quarterly Fun Night.

Ordering of material for the coming vacation church school; selection of a faculty.

Easter-to-Pentecost attendance drive.

Plans for Christian Family Month.

341. May: "CHRISTIAN FAMILY MONTH"

Hymn: "Home, Sweet Home."

Bible Book: First Corinthians.

Christian Family Week.

Mother's Day and Mother-Daughter Banquet.

The observance of Pentecost.

High school graduation and banquet.

Church ball league started.

Ordering of supplies for June quarter.

Memorial Sunday.

Preparation for youth camps.

Preparation for Children's Day.

Final plans for vacation church school.

342. June: "MISSIONS MONTH"

Hymn: "Hail to the Brightness of Zion's Glad Morning."

Bible Book: Luke.

Children's Day program and offering.

Beginning of vacation church school.

Youth camps.

Quarterly Decision Day.

Father's Day and Father-Son Banquet.
Beginning of Summer attendance campaign.

343. *July*: "RECREATION MONTH"

Hymn: "Joyful, Joyful, We Adore Thee."

Bible Book: Proverbs.

Sunday school picnic.

Class in Recreation Methods.

Supervised Recreation for the children and young people.

344. *August*: "GET ACQUAINTED MONTH"

Hymn: "I Have a Friend."

Bible Books: First and Second Peter.

Each person should be asked to find five new friends during the month. Guests should be brought to Sunday school.

"Back yard friendship circles" should be formed to encourage the development of friendships.

Temperance Sunday.

Preparation for Homecoming Day.

Ordering of supplies for the October quarter.

345. *September*: "HOMECOMING MONTH"

Hymn: "The Way of the Cross Leads Home."

Bible Books: Ephesians, Philippians.

Homecoming Day: Roll Call Sunday.

Promotion Day; Quarterly Decision Day.

Every member should either make or receive calls.

Preparation for Rally Day.

Go-Away Service for college young people.

Plans for Christian Education Week.

346. *October*: "CHRISTIAN EDUCATION MONTH"

Hymn: "Send the Light."

Bible Book: John.

Rally Day.

Teacher Recognition Service.

Banquet for teachers and officers.

Quarterly Fun Night.

Reformation Sunday

Better Parenthood Week.

347. *November*: "STEWARDSHIP MONTH"

Hymn: "I Gave My Life for Thee."

Bible Books: Malachi, Second Corinthians.

Class in Christian stewardship.

Stewardship stories, posters, plays.

Thanksgiving program and offering.

Children's Book Week.

Men and Missions Sunday.

Plans for Christmas program and offering.

Ordering of supplies for January quarter.

348. *December*: "GOOD WILL MONTH"

Hymn: "Joy to the World."

Bible Book: Luke.

Universal Bible Sunday.

Christmas program and offering.

Plans for the New Year.

Quarterly Decision Day.

Watch night service.

SECTION 15

PROJECTS

Projects should be the natural outcome of the lessons taught, the expression of the desire to put into practice the principles which have been studied. In too many classes, pupils are merely aroused, with the result that the

lesson does not bear fruit. The class is psychologically receptive to suggestions, but none are forthcoming. When the question is asked, "What can we do about it?" no one has an answer, for prior to the class, little thought was given to the problem.

The usual procedure is to appoint a committee to submit suggestions the next Sunday, and the committee concludes its work by going to the home of the teacher and asking for ideas. The following list of projects is intended to provide such ideas.

PROJECTS INVOLVING THE ENTIRE SCHOOL

349. Children are being born by the millions these days, and these boys and girls must be reached and taught by the church or the problem of juvenile delinquency will reach shocking proportions. Has your school started a new Sunday school in another part of town within the past five years? Are there sections of the city which have no churches, and where, children consequently, are growing up without the benefit of religion? Make a beginning by finding a home where twenty-five or thirty people can assemble on Sunday afternoons. Provide a couple of teachers—and a new church will be on its way!

350. Have your school sponsor a monthly "community sing." Meet in a different church each month, and have each church provide a special number. Arrangements should be made by a central committee to which the various groups will report. One church should not be allowed to monopolize the program.

351. At the beginning of the year promote a Bible Book-a-Month Club, to be composed of all who will read one book of the Bible each month. Members may be asked to read a certain book each month or be permitted to read books of their own choice. Reports should be made monthly in the various departments.

352. Announce that on Sunday evening, or on some night during the week, a class (or classes) will be conducted for people who have to work on Sunday.

353. If your school does not own a moving-picture projector, borrow one and show pictures about once a month. At these programs take offerings to buy a projector. In larger cities, where there are many churches, a film pool, to which each church contributes, sharply reduces operating expense.

354. In September hold a reception for the new public school teachers.

355. Adopt a "living link missionary," and maintain constant communication. The church will be inspired and challenged by the knowledge of the work which your school is doing by supporting a missionary in a distant land.

356. As often as possible have missionaries bring messages and present exhibits at your church. This will make missions real to your pupils, who, as a result, will be far more generous in their support of missionary endeavor.

357. Does your school include young people ready to prepare for Christian service if only they were able to finance their education? Why not have a Ministerial Fund to pay tuition for such students or lend money to those who are willing to dedicate themselves to Christian service?

358. Enter a float in the next parade, but make sure that it will compare favorably with the best of the others. When you bring the church to the attention of the public, create the best possible impression.

359. Prepare a window exhibit showing the attractive quarterlies and Sunday school papers used by your school, as well as pictures, handwork, Bibles, a Christian flag, and other interesting items. Place the exhibit in a prominent downtown store and engage a professional sign

painter to letter the card which states that the exhibit is being presented by your church.

360. We will never have a better America until we have Christian men run for public office. It is too late to take action when the final election is held, for by that time the machines have already had their candidates nominated. Urge Christian men to announce themselves on both tickets, and see that the churches nominate these candidates. Then, regardless of who wins, he will be a man of character.

361. Many small towns have no park; yet in such towns there are vacant lots which could be turned into beauty spots. Find such a lot, with considerable shade, and see if the owner will give it to the city. Your young people could clear it of weeds and rubbish, and the school could provide playground equipment. The people of the town would no doubt be grateful, and want to assist in the project, which would provide excellent publicity for your church and school.

362. The church today is failing utterly in reaching the unsaved, and is making only fractional gains when it ought to be going forward with power. Most of those who are won to Christ are children and young people, from Christian homes. Do you recall Jesus' story of the servants who were sent out into the highways to constrain people to come to a banquet which had been prepared? Why shouldn't your school sponsor a supper for the unsaved? The minister could bring a helpful message at such a gathering. Personal invitations should be extended and acceptances requested. This supper, to be attended only by non-Christians, could be followed by calls and invitations to visit Sunday school. Such a plan for reaching the unsaved would be worth trying.

363. Conduct week-end camps during the summer, not only for the young people, but for the adults as well.

People who cannot spend a week in a distant part of the state would welcome such a week-end get-together, which would provide not only Christian fellowship but spiritual inspiration.

ADULT CLASSES

364. After school conduct a story hour for children. This could be held in the library or in the park. By dressing like a gypsy the storyteller will give added charm to the stories. It is advisable, before starting such a project, to gather enough stories for an hour's program each day for a three-month period. Songs and games may be included in this pleasant hour. A story about the project, and perhaps a picture of the storyteller, in the newspapers will produce an enthusiastic response on the part of the children.

365. Adults like to participate in plays, and the church is in desperate need of religious and missionary plays. The problem of rehearsal is solved if not more than six players are included in the cast.

366. Form an "I Do" Club for newlyweds, where they may enjoy Christian fellowship and discuss topics of interest to those who are establishing their homes.

367. Adults are constantly needed to sponsor children who come into the juvenile court or young people who are paroled from industrial schools and prisons. These are opportunities for valuable service.

368. Install a drinking fountain in a convenient location which is not congested.

369. Buy Braille Bibles or "talking books" for the blind.

370. Purchase a wheel chair, to be lent to convalescents or invalids.

371. Install acousticians in the church for those who are hard of hearing.

372. When fruits and vegetables are plentiful, and per-

haps will be wasted, have the women of the church can these for use by needy families later in the year. Perhaps the young people would like to help with this project.

373. Does the church yard need additional shrubbery? A class may want to plant bulbs, flowers, shrubs and trees.

374. Hold a reception for the minister and the church board. These men devote many hours to the church but often without visible appreciation.

375. Publish a monthly class paper including news of class activities, coming events and personality sketches of the members.

376. After vacation church school has terminated, conduct a "Saturday Club" featuring songs, stories, games and handwork, which the children will enjoy and anticipate each week.

377. Provide Bibles for those who have none. Publicize the project in the newspapers, and ask that those who desire Bibles mail their requests to the church. Each Bible should be delivered personally, and every copy of the Scriptures should be accompanied by a leaflet describing its contents and explaining how to use it.

378. Provide uniforms for boys in the church baseball league.

379. Finance a trip to camp for some young person who cannot afford it.

380. Run a paid ad for the church. In small type at the bottom of the advertisement place the words "Courtesy of the Berean Class," or whatever group is meeting the expense. The minister should provide the copy for the advertisement.

381. Send a box of clothing or food to the nearest church-sponsored children's home.

382. Send left-over quarterlies and papers to a mission station which may need them.

383. Discover what laws are not being enforced, and arouse public sentiment which will produce enforcement. Letters should be written to legislators and the "public forum" columns of newspapers.

TEEN-AGERS

384. Present a large Christian flag to the church for use in the sanctuary, and see that it is kept clean.

385. Buy an attractive bulletin board to be placed outside the church, if it does not have one.

386. Hold services for aged people or shut-ins, and perhaps give small gifts to those who attend.

387. Designate one evening service each month as "young people's night," and strive for a large attendance.

388. Provide medical supplies for a mission hospital.

389. Educate some child in another country. This will be inexpensive in comparison with the cost of education in America.

390. Make dolls for underprivileged children, or send dolls to children of other countries.

391. Prepare skits for presentation at the quarterly Fun Night.

392. Send money to the American Bible Society for the purchase of Bibles to be sent to a foreign country.

393. Assist with clerical work in the church office.

394. Repair the church songbooks, and erase markings.

395. During the summer build a large map of Palestine (to scale) on a vacant lot. Ask the minister or your teacher to give a talk when groups gather to see it.

396. Take shut-ins for a ride on sunny afternoons.

397. Assist as ushers at the church service.

398. Tutor backward children who may be having difficulty with their schoolwork.

399. Read to the blind.

400. Repair and repaint old toys before Christmas and take them to a community center as Christmas gifts.

401. Help foreigners learn the English language.

402. Do chores for someone who is ill or convalescing.

403. Raise campus standards by joining other young people who are seeking to encourage right conduct.

JUNIORS

404. Be kind to friendless children at school.

405. Make scrapbooks, games and puzzles to take to the children's wards in the hospitals.

406. Take May baskets to old people or younger children.

407. Attend a Junior choir.

408. Send pencils and soap to children in other countries.

409. Offer to run errands for the minister, such as handing out notices, or cleaning up the church lawn.

410. Make "surprise bags" and send them to children in other countries.

411. Sign temperance cards.

412. Mail Sunday school papers to children who are sick or absent from class.

413. Give toys to poor children.

414. Pick up broken pieces of glass if the children are liable to walk on them.

415. Present a picture to the department.

416. Attend church. Sit in front, but do not whisper.

417. Provide bird baths, and, in the winter, throw out crumbs for the birds.

418. Learn a prayer of thanks to say before meals.

419. Assist younger brothers and sisters without complaining.

420. Read a story from the Bible every day.

421. Surprise the teacher by giving her a party on her birthday.

422. Provide flowers for the sanctuary some Sunday.

423. Challenge the Juniors in another church to an athletic meet.

SECTION 16

PUBLICITY

I. *News Items.*

424. Most newspapers are willing to run stories regarding the work of the Sunday school, but if the material is to be used, it must have news value. Has there been a large increase in attendance during the past year? Is the church planning to erect a new educational plant? Is the school undertaking a challenging project? Is a college professor going to teach a new class which you are organizing? Is the superintendent of your school to be honored at a banquet in recognition of his many years of service?

425. Use regular-size letter paper. Copy should be typewritten and double-spaced. If you must write in longhand, be sure your writing is legible.

426. Leave at least two inches at the top for a heading. Do not supply the heading; let the editor do that.

427. Study the paper's style; ask the editor for suggestions.

428. Make sure that all names and addresses are spelled correctly.

429. Be accurate in any statement made concerning people or what is being done.

430. If you send in a picture, it should be a glossy, unmounted, and about five by seven inches; if it is smaller, ask if it can be used. If you have a cut, make sure it can be used on newspaper.

431. Make the first paragraph striking, so as to capture the attention and interest of the reader. This should state the subject of the story. Elaborate on it in the succeeding paragraphs. Keep in mind the five *w*'s—who, what, where, when and why.

432. Get your copy in well ahead of the deadline. Find out the latest date a news item can be accepted.

433. Do not ask for news space for material which should appear as a paid ad.

434. If there is someone in the church who has had training in journalism, ask him to be your publicity director.

II. *Paid Advertisements.*

435. If you are going to run an ad, make sure that it is large enough to attract attention. It is wiser to run a four-inch ad once a month than a one-inch ad, which will not be noticed, every week.

436. Do not crowd the ad; leave abundant white space.

437. Be guided by the advice of the editor, who knows how to make an ad most effective.

438. If possible, include in the budget a certain amount of money for advertising. Occasionally Sunday school activities may be mentioned in the regular church ad.

439. If your budget does not provide a fund for regular advertising, you may ask individuals to sponsor the ads. Insert the following in fine print at the bottom of such ads: "Courtesy of John M. Jones," etc.

III. *Radio Plugs.*

440. Many radio stations are glad to read church announcements if these are mailed to them a few days in advance. Acquaint yourself with the practice of your local stations and their wishes concerning the material. Also investigate the possibility of television announcements or ads.

Arrange to give a short TV program if there is a station in your city. If a foreign missionary is to visit your church, see if you can have him interviewed on TV or radio.

IV. *Postcards.*

441. The sending of *postcards* is an effective way to reach people, and every school should have a postcard mimeograph. Be sure, however, to say something which will arouse the interest of prospects and make them want to come. The message which says merely, "Sorry you were absent; hope to see you Sunday," is, as a rule, a waste of time and money.

442. A *class or school paper*, containing announcements, items of personal interest, and statistics concerning various groups, is always helpful. Short biographies, to help people get acquainted, are also a valuable feature. Be sure, however, not to publish anything which would embarrass anyone.

443. If your school has a *bus* which follows a certain route each Sunday, be sure that the following large sign appears on each side of the vehicle. FREE BUS TO FIRST CHURCH EACH SUNDAY.

444. A *male quartet*, which sings at various public gatherings, can provide considerable favorable publicity for your school.

445. Place neat "*Wayside Pulpit*" *signboards* near stop signs and intersections which have traffic lights. On these signs should appear short announcements or thought-

provoking sentences which can be read easily by passing motorists.

446. *Posters* can be extremely effective if they are placed conspicuously in schools and public places. Hurrying churchgoers may fail to look at a poster displayed in a church, even though such a sign may represent many hours of work. Make a two-sided poster board and place it along the walk, fifteen or twenty feet from the door, where there is less congestion.

447. *Signs* made by a sign painter can be extremely attractive. However, amateurs can also make neat signs by cutting letters from cardboard, tracing them on sign cloth, and then filling in the letters with ink or paint.

448. Large *billboards*, when made by a professional, are a powerful advertisement. If you have placed such a billboard or a smaller sign, at the edge of town, be sure that it is not allowed to become faded and ugly and thus provide poor publicity.

449. *Literature*, such as extra Sunday school papers, quarterlies and tracts, may be placed in the library, reading rooms and waiting stations. The name of your church should be stamped on these, even if you have a literature rack.

450. A talented *cornetist* who plays church hymns from the tower room for fifteen minutes before services, is a source of favorable publicity.

451. The Sunday school is often overlooked in the *church bulletin*. See that the attendance records of the adult classes and lower departments appear each week, as well as announcements of importance. Churches are built principally through the Sunday school, and this organization deserves bulletin publicity. If there is extra space, you could include a feature called "The Superintendent Says—"

452. An exhibit of lesson quarterlies, Sunday school papers, handwork, etc., in the window of a downtown store will attract the attention of the unchurched. Neat placards may be used to describe each item in the display.

453. An attractive float in a *parade* is excellent advertising. If the churches of the city unite to present an all-church parade, it should be large enough to make a favorable impression. If you participate in a parade, do not spare work or expense to make the church and religion appealing.

454. Get a soft drink concession at the county fair, posting signs saying it is sponsored by your church.

455. Athletic teams, with attractive uniforms are a good advertisement for your church.

456. Placards in *streetcars and buses* are read by many people. Find out the cost of such advertising.

457. *Stickers* in car windows are seen by many people but should be removed when they become torn or faded.

458. *Blotters*, particularly durable desk blotters, are appreciated by businessmen.

459. *Calendars*, if large and attractive, are appreciated. Small calendars which fit into a wallet are also useful.

460. *Tags* may be used occasionally. However, if these are to attract attention, they should be worn by as many people as possible.

461. *Doorknob hangers and handbills* may be distributed if there is no city ordinance forbidding this.

462. *Seals and stamps* for use on letters.

463. *Pencils* imprinted with the name of the church are appreciated by both young and old.

464. *Religious plays*, if well presented, create considerable favorable comment in the community.

SECTION 17

RELIGION IN THE HOME

The home was God's first place for religious teaching, and because the teaching given there is of prime importance, there should be a close relationship between the Sunday school and the home. The home cannot do without the school, and the school cannot do without the home, for it is there that the teachings of the school are put into practice. Let us see how religion may be taught in the home.

465. By *example* on the part of the parents and children. There is no more effective way to make religion real than to have it translated into life by members of the family.

466. *Bible Stories*. Bible-story readers, graded according to public school standards and employing a vocabulary which the children can understand, can now be purchased from your publishing house. These are far better than myths and fairy tales, for they build a deep faith in God and lay the foundation for Christian character.

467. *Character Stories*. There is a place for stories of everyday life which teach honesty, truthfulness, courage, self-control and other virtues. Provide the children with these rather than "comics" of the gangster-underworld type.

468. *Prayer*. As soon as possible, teach simple prayers, and a little later encourage the children to add their own words of thanksgiving. Make "talking to God" a natural experience.

469. *Thanks at Meals*. This makes a deep impression

on the children, for meals are important to them, and gratitude for food is a natural response. All the members of the family should take turns giving thanks.

470. It is better for each to express himself naturally than for the entire family to use the same prayer. Two brief examples are given for those who need such assistance:

"Our Heavenly Father, we thank Thee for this food. Bless it to the strengthening of our bodies and us to Thy service. In Jesus' name, Amen."

"Our Heavenly Father, we thank Thee for this food, which speaks of Thy love and Thy care for us. Help us to receive it with grateful hearts, and to show our appreciation in acts of service for Thee. In Jesus' name, Amen."

471. *Family Worship*. This may consist of Bible reading and sentence prayers at the table, or it may be conducted in the evening or Sunday afternoon, and include songs, stories, poems, Bible reading and prayers. Work and school schedules often make it difficult to bring the entire family together at one time, but all the members should agree upon a time and observe it faithfully. So important is this spiritual exercise that it will influence the lives of the children for generations as well as be highly pleasing to God.

472. *Daily Devotions*. Each member of the family should have a definite time when he can be alone for Bible reading, prayer and meditation. Such periods should not be interrupted.

473. *Songs*. From time to time the family should gather around the piano to sing hymns. Teach the meaning of the hymns and tell stories about them. Invite the neighborhood children to be present.

474. *Sunday School Lessons*. Parents should help the children prepare for Sunday morning. There should be a specific place for quarterlies and workbooks. Punch hole

in the corner of the book and hang it on a nail or hook so that it will not be lost in a few weeks.

475. *Pictures.* Hang one of the great religious masterpieces in the room of each child. Explain the meaning of the picture and find out how it came to be painted.

476. *Current Events.* As the happenings of the community and the world are discussed, parents should make it a point to present the Christian point of view, thus applying religion to life.

477. *Christian Service.* Christianity may be put into practice by helping the needy, singing or reading to shut-ins, caring for the aged, and in many other ways. We should seek to do things together as families.

478. *Bible Games and Puzzles.* This is a way in which children can learn and have fun, too.

479. *Trips and Outings.* Help the children to see the glory of God's world and the greatness of the One who made it. Stress the goodness of God and His care for them. Seek to give a religious interpretation to all of life.

480. *Play.* Emphasize such spiritual values as honesty, fair play, co-operation, sharing, self-control, forgiveness, loyalty, etc. Play need not be a waste of time.

481. *Sex Education.* Parents should not let their children become the victims of misinformation, but should teach the facts of life in a wholesome way. God made the body clean and intended that it be viewed as sacred. If parents will so teach the children, many sorrows will be avoided for all. Answer their questions honestly, and select suitable books to supplement home teaching.

482. *Family Council.* The family should discuss and study their problems as a group, and settle them in a Christian way. Each should be asked to express his opinion, and after having studied the problem, all the members should abide by the decision of the group.

483. *Christian Literature.* It is surprising how few re-

ligious books are to be found in Christian homes, and yet many Christians complain that they cannot understand the Bible. There ought to be a Bible commentary, a concordance and devotional books in every home. Missionary stories and well-chosen Christian fiction will also enrich the life of the family.

484. On *Sunday* the entire family ought to be present as a unit in Sunday school and church. Each child should take his Bible, quarterly and offering, and when the family returns home, they should discuss what they learned.

485. *Christian Family Week* is observed in May each year as part of Christian Family Month, when the family is encouraged to worship, study, play and serve together. One evening can be set aside as "Fun Night" and another as "At Home Night." Each member of the family should contribute to their evening together. A third evening can be set aside as a time when the family performs some act of service for others, while a fourth can be designated "Guest Night," when a visiting family would be entertained in the home. One evening can be devoted to singing, and a trip can be scheduled for another night. At one of these evening meetings the superintendent or pastor can demonstrate how family worship should be conducted. On Mother's Day, at the conclusion of the week, the entire family should sit together at church.

486. You will find that relatively few homes have anything in their living rooms which indicate that they are Christian homes. Is there a Bible in a prominent place, where it can give a silent testimony? Is there a religious picture on the wall? Christian books on the shelves? Christian magazines placed where they can be seen? A religious motto on the wall?

487. Encourage families, as they plan their budgets, to

consider the Lord first and devote the remainder of the budget to family needs.

488. Parents should train their children in homemaking, as a vital foundation for their future happiness and usefulness.

489. Children who do not have sufficient recreation at home find it easy to get into mischief. Parents are rendering invaluable service by supplying their children with toys and games to keep them happy and occupied. These need not be expensive.

490. The parents can do the children a service by having deeply spiritual people as dinner guests.

491. The attitude of the parents will be reflected in the lives of the children, and wise parents will exalt the church and its service and refuse to criticize its weaknesses in the presence of their boys and girls.

492. Parents should encourage their gifted children to enter the work of the church. At present talented young people are steered in the direction of jobs which will enable them to earn "big money," and the church is being denied the benefits of their abilities. Children should not, of course, be forced into a decision, but parents can influence their boys and girls to love the church and want to serve it.

493. Each child should have his own Bible, or, at least, New Testament. He is more likely to read and cherish his own copy than one which the entire family shares.

494. When children are old enough to believe in Christ, parents should see that they are taught what they need to know to accept Him as Saviour, and they should be encouraged to do so. Too many families consider this the task of the Sunday school teacher, but if this teaching is given by the parents, it will mean more to the children.

495. It is important that children have their own offering envelopes and give a certain amount regularly, even

if the parents have to reduce their pledge to make this possible. When the opportunity is available, the children should earn the money which they give.

496. The parents should supply specific teaching to prepare the children for marriage. Too frequently this responsibility is evaded, to the later regret of all concerned.

497. When children become Christians and are received into the church, the family should honor them with a special dinner and, perhaps, gifts. This should be made a significant occasion in the life of the family.

498. The minister should be made a welcome guest in the home, and invited to be a frequent visitor, so that children will come to look upon him as a friend and not an "other-worldly" creature whose presence is undesired and to be avoided.

499. Television is bringing new and serious dangers into millions of homes, and the parents should be encouraged to check the programs occasionally for one week. How many times were lies told? How often did gunplay occur? Murder? Theft? Adultery or evil suggestions? Fighting? Cheating? Barroom brawls? Revenge? How can Christian parents combat objectional programs and such sordid advertising?

500. The Sunday school may profitably conduct an occasional "Christian Home Forum," featuring outstanding speakers qualified to discuss problems of family life. The minister, a doctor, a lawyer and a psychologist would be an excellent team of speakers. The program should be given considerable newspaper publicity, and the entire city should be invited to attend.

501. Parent training classes should be conducted from time to time. Unfortunately, the baby, unlike the sewing machine and refrigerator, is not accompanied by a book of instructions, and young parents have to blunder along

as best they can. Such a class can be of tremendous value.

502. See what books on marriage and home problems are to be found in the public library, and distribute mimeographed lists of these volumes. Also make a list of those available in the church library.

503. Have the school sponsor a baby clinic. Invite a baby specialist, and tell the mothers to bring their youngsters. A picture of the prize babies will provide excellent publicity, and mothers who are not attending a church will be encouraged to attend yours.

504. Discourage young people from making friends and marrying outside of their church. This often leads to friction which causes the couple to discontinue attendance and active participation.

505. The church and school should not overlook the millions of older people, who sometimes are completely neglected. This group should receive calls regularly. They should be supplied with quarterlies, Sunday school papers and other literature, and occasionally short services should be conducted for them.

SECTION 18

REVERENCE

506. There are many schools in which irreverence is the Number 1 Problem. There are pupils who race through the building, shout, whisper during the worship service and teaching period, and display other types of conduct which are not proper in the house of God. Since these children come from various types of homes, many of them do not know the meaning of reverence, and they cannot be expected to co-operate until they have been taught.

507. At least once each year the various departments should schedule talks regarding the meaning of reverence, as well as provide additional incidental training from time to time. Help the pupils, young and old, to realize that the church building is the house of God, and, that those who come are His guests. When children visit someone's home they are not rude and boisterous, but quiet and respectful, and they should conduct themselves similarly when they come to God's house. He is present at every service, sees and hears just as if He were visible, and approves and disapproves of the worshippers' conduct. As new pupils are enrolled in the school, the departmental superintendents would do well to call attention to the sacredness of the building which has been set aside for God's service, and to stress the fact that it should be treated with respect.

508. If there is a vestibule, keep the doors closed except at certain designated times, when latecomers may be seated. It has been suggested that someone should be stationed outside the door to tell latecomers to wait quietly until the appointed time to enter. Someone inside would then open the door at the proper moment.

509. When it is possible to do so, it would be well to have the children stay outside and then march in and take their places while *quiet music* is being played. They should remain standing for the call to worship and response. Of course, when the weather is cold or rainy, this would not be done.

510. If there is to be reverence, the superintendent and teachers must set a sound example. It is useless to ask the pupils to be quiet if the teachers sit in the back row and whisper during the service. Some have even been known to converse while seated on the platform during the worship service. If pupils are expected to be reverent during prayer, teachers must do likewise.

511. The attitude of the worship leader has much to do with reverence in the department. One who begins the service with wisecracks cannot expect the pupils to stop laughing and be serious the next moment. The children will be hilarious through the entire service, and eager for it to be dismissed so that they can repeat the humorous stories.

512. Lack of poise contributes to irreverence. A superintendent of a group of Juniors was easily upset and frequently scolded the children for their misbehavior. She had a shrill voice, and the children, amused by her attempts to discipline them, managed a constant sequence of annoyances which would provoke her and ruin the reverence of the department.

513. Improper dress can also have an unfavorable effect on the reverence of the group. A worship leader completely ruined the effectiveness of her program by wearing a hat with a tall feather on it. Whenever she moved her head the feather wobbled ridiculously and the children couldn't restrain their giggles. Clothing which is unusual or gaudy may become not only a distraction but contribute to irreverence.

514. The surroundings should contribute to reverence. Some departmental assembly rooms have an atmosphere so conducive to worship that there is a hush in the heart as one enters, and immediately the worshiper feels the presence of God.

515. Much irreverence stems from improperly prepared worship programs. The superintendent calls for hymns; a dozen suggestions are shouted, accompanied by a chorus of "No's" when one is chosen. Then he pounds for order, and the group launches into a hymn which has no particular connection with the lessons which are to be studied that morning.

516. The type of music used contributes to reverence, or

the lack of it. Do not trust some young person, as pianist, to make a wise choice, but carefully select hymns which are appropriate, and then inform her of the choices during the week. Preludes should be quiet and conducive to worship; often even people of mature years choose inappropriate classical numbers which provide opportunities for them to display their musical ability.

517. There is a place for "praise hymns," but these need not be sung loudly. "Let's sing that verse again, and make it louder!" is the frequent instruction of leaders who do not understand the meaning of worship. Prayer hymns ought to be hymns which are addressed to God. Ask that heads be bowed and eyes closed during prayer, in order that distractions may be eliminated and thoughts centered on what is being said.

518. If a pupil is to read Scripture, the references should be given to him early during the week. If there are several passages, they should be typed, to prevent confusion and loss of time. Tell him how to pronounce the difficult words, so that he will not hesitate or amuse the others with his ignorance. Tell him the meaning of the passage so that he will be in the proper spirit.

519. Seek to co-ordinate the various departments so that there will be quiet, if possible, during the worship period. If the Intermediate Department is trying to read Scripture or pray while the Juniors, with only a sliding door between, are singing "Dare to Be a Daniel," reverence is impossible. If streetcars or trains thunder past at a certain time on Sunday morning, plan your schedule accordingly.

520. Interruptions are definitely hindrances to reverence. Latecomers who plod to the front and squeeze past a half-dozen people to reach what they consider their "place," ought to be seated in a pew at the rear until it is time for the pupils to go to their classes. Likewise, children

should be taught that they are to stay in their seats and not run in and out while the service is in progress.

521. If your service is constantly interrupted by those who come in to leave supplies or make announcements, try to devise a system whereby supplies may be left outside the door and announcements by outsiders can be made during the announcement period.

522. A brass band or orchestra has no place in the Sunday school, unless the orchestra is composed of stringed instruments, and the director consults the superintendent regarding the type of music to be used. The blare of brass and the beat of drums not only make worship impossible but disturb the entire school.

523. The temperature of the room affects reverence. If the room is too hot or too cold, the thoughts of the pupils are drawn to their discomfort, and they become restless and unable to concentrate on what is being said or done.

SECTION 19

SCRIPTURE READING

524. Give the Scripture assignment as early as possible so that the pupil has time to become thoroughly familiar with it.

525. If a child or young person is to read the Scripture passage, tell him how to pronounce any difficult words which it may contain. If he is unable to get help, he should pronounce the words to the best of his ability and do so without apology, for most of his listeners will not notice his mispronunciations.

526. Tell him the meaning of the passage so that he can read with understanding and proper emphasis.

527. Ask him to read the passage a number of times, so that, by proper inflection, he can convey every shade of meaning.

528. If the room is large and there is no microphone, suggest that someone sit in the back of the room to see if his voice can be heard.

529. Scripture should be read reverently and beautifully, for it is God speaking to His people.

530. The reader should sit facing the audience rather than come to the platform to read. This will accustom him to the group and, consequently, increase his poise.

531. A brief explanation telling how the passage happened to be written or explaining the setting, will capture the interest and attention of the listeners. It should be just long enough to arouse the curiosity of the audience.

532. The book from which the passage is chosen may be mentioned either at the beginning or the close of the reading, but the reference should be stated clearly so that any who may be interested can read it later.

533. Some readers close by saying, "Here endeth the reading of the lesson." If this can be done in a dignified way, it enhances the reading of the Word. Others close by saying, "May the Lord add His blessing to the reading of His Word."

534. If there are a number of references to be read, in order to save time and hold the attention of the group, type these on a paper clipped to a page of the Bible. As each of the short passages is read, tell where it is found.

535. If the group has developed the bad habit of not listening to the Scripture, ask them to bow their heads and close their eyes while God speaks to their souls.

536. Young people should be urged to be very serious while reading the Scripture. Giggling will spoil the message completely.

537. Be sure to find the right reference. To read the

wrong chapter and verses is a mistake which can be both embarrassing and ridiculous.

538. If you are using one of the modern speech versions with which people are not familiar, be sure to mention the fact, by saying, "I am reading today from the Moffatt translation," or whatever translation you are using.

539. Whoever reads the Scripture should be familiar enough with the passage so that he can look at the audience occasionally. To avoid confusion, he may place his finger on the spot where his eyes left the page.

540. In a formal service, with perhaps several readers participating, robes will add to the dignity of the occasion.

541. If the reader drinks water before he goes to the platform, he should not drink ice water, for this will constrict his throat and make speaking more difficult. It is advisable to take only a few sips to moisten the mouth.

542. The unprepared reader should not apologize and explain that he didn't know he was going to read the Scripture until he arrived at the service; rather, he should go ahead and do the best he can. Telling the audience you do not expect to do well makes them listen for mistakes instead of concentrating on the message.

543. Memorizing the Scripture passage is commendable and effective, if the quotation is not long. However, it is advisable to have the Bible open at the proper place should it be necessary to refer to the passage.

SECTION 20

SPECIAL DAYS

Special days follow a specific pattern, and if they are to be celebrated successfully, the following are necessary:

Advertising and publicity.

A special program.

Cleaning and redecorating of the building.

A welcoming committee.

Extra ushers and chairs.

Visitor cards.

Publicizing of the special offering.

Preparation of the best possible lessons.

544. NEW YEAR'S DAY — (1) Embark on a challenging program for the year. (2) Urge resolutions of renewed loyalty. (3) Begin an attendance campaign, leading to Easter. (4) Have a "talent registration" to discover new workers. (5) Begin a leadership training class. (6) Urge members to read the Bible every day.

545. YOUTH WEEK — (1) Plan something special for every night. (2) Urge young people to participate in services. (3) Recognize the work they are doing. (4) Call for life dedication.

546. BOY SCOUT SUNDAY — (1) As "America" is sung, have the children march in led by flag bearers. They should stand until the pledge of allegiance has been given and prayer has been offered. (2) Let some serve as ushers and take the offering. (3) Recognize special achievement and cite honors won by the troop and individuals.

547. BROTHERHOOD SUNDAY — (1) Is there some way in which your school can show good will toward those of other races? (2) Are there small churches which could use extra song books, Sunday school papers and other supplies which your school could provide? (3) In your city are there those of other races who could be invited to dinner at the homes of members? (4) Could you engage those of other races to give talks or supply special music for your programs on this particular day?

548. EASTER — (1) This is a day of large attendances, special music, beautiful flowers and acceptances of Christ.

(2) If you are expecting an overflow crowd, borrow chairs from the public school or a funeral home. (3) Easter lilies may be brought to the church in memory of departed friends and relatives. (4) Many who do not ordinarily attend church are present on Easter; be sure that "visitor cards" are filled out and prompt calls made on these new friends. (5) See that the purpose of the special Easter offering is made known to the school at least two weeks ahead. (6) Remember that a well-taught lesson is more likely to bring people back than a program which is distressingly long. (7) Extend a hearty greeting to those accepting Christ. (8) Are there institutions where you can present the Easter message and a short program that afternoon, perhaps at four o'clock?

549. MOTHER'S DAY — This climaxes Christian Family Week, when, after working, playing and serving together, all the members of the family attend Sunday school and church. (1) Do not try to duplicate the church service, but if you want the school to choose the "Most Outstanding Mother of the Year," distribute ballots and announce the result at the close of the worship period. Do not publicize this in advance, if you do, the project will be merely another election campaign with people soliciting votes for a favorite. (2) Have a "baby parade" through the adult department assembly. (3) Hold a mother-daughter contest to determine which mother and daughter most resemble each other. (4) Do something special for the Gold Star mothers in your school. (4) Mail letters to the boys in the armed forces. (6) Watch for indifferent sons and daughters who may be present on this day. (7) Make your mother-daughter banquet unusual by inviting the mothers as guests and having the daughters prepare and serve the food.

550. PENTECOST — (1) Make this birthday of the Church a day of large attendance and unusual enthusiasm.

(2) Seek to have a number of decisions for Christ; on the birthday of the Church it is fitting that many should be born into the kingdom.

551. CHILDREN'S DAY—This is usually a happy day, the occasion for a special children's program and possibly a pageant. On this day many churches take special offerings for foreign missions. This would also be an excellent day to have an exhibit of "surprise bags" to be sent to children in other lands.

552. FATHER'S DAY—Ask the boys and men to present special music in the various departments. Prepare an interesting program for presentation at the father-son banquet.

553. PROMOTION DAY—(1) Seek to present a program which is beautiful and inspiring; too many exercises are merely a monotonous calling of names and a routine presentation of certificates. (2) Several weeks in advance obtain a list of those to be promoted, and have the certificates filled out and signed. (3) Give speaking parts only to children who can be heard when there is a large crowd present. (4) See that an announcement of the day is given to every child to be promoted.

554. RALLY DAY—This follows promotion of the pupils, and is intended to arouse enthusiasm for the new season. It is important that all who are promoted know where their new classrooms are.

555. REFORMATION DAY—This may provide an opportunity to teach the principles of Protestantism by relating interesting stories of the great leaders of the past.

556. THANKSGIVING DAY—Urge everyone to attend the Thanksgiving service. God is being forgotten on this day. "Turkey Day" is being substituted for "Thanksgiving Day," and football is being substituted for prayer. Stress the need for a generous offering.

557. CHRISTMAS — (1) Give parents a mimeographed explanation of how a Christian Christmas may be observed. (2) Seek to have a Christmas without Santa Claus, and strive to exalt the Christ Child. (3) See that pageant costumes are prepared well ahead of time. (4) Do not turn out the lights and depend entirely upon a spotlight. Most of the beauty of a pageant is lost when it is presented in the dark. (5) Request a generous offering. Christmas is Christ's birthday, and He is the One who should receive the gifts! (6) Beware of fire. Candles are liable to ignite children's hair, costumes or the trimmings on a Christmas tree.

SECTION 21

SPECIAL DAYS (SECULAR)

(Throughout the year there are special days and weeks which, although not religious, may be related to the program of the church. The dates are not included, since they may vary each year. Your chamber of commerce will be able to give you the exact date, if you are in doubt).

JANUARY

558. *Stephen Foster Memorial Day.* At your January social you may want to sing songs written by Stephen Foster, who composed such popular selections as "My Old Kentucky Home," "Nellie Gray," "Swanee River" and "Old Folks at Home."

559. *Printing Education Week.* At some of your worship services you may want to tell about the invention of printing and the publication of the Gutenberg Bible.

560. *National Thrift Week* may be related to steward-

ship. Emphasize that God's part is to be taken out first, and the remaining nine-tenths should be budgeted wisely.

561. *Large Size Week* may be made the occasion for an unusually large attendance on Sunday or the beginning of a campaign to raise the general average of the school.

562. *National Turn-to-Tea Week*. A cup of hot tea may be served at the close of the class hour or at a class party.

563. *Robert E. Lee's Birthday*. Robert E. Lee was one of the great Christian characters of the past century, and stories of his religious life may be included profitably in your worship services.

FEBRUARY

564. *National Freedom Day*. This may provide the opportunity to cite the fact that Christianity has been the source and inspiration of all freedom, and that the desire to be free to worship God according to one's understanding of the Word had an important part in the settlement of America (Pilgrims, Quakers, Huguenots and others).

565. *National Peanut Week*. The story of George Washington Carver, the slave boy who was traded for a horse but lived to become one of the greatest Negro scientists, is a thrilling narrative. Carver's ability to find three hundred uses for the peanut has blessed not only the colored race but the entire world.

566. *National Kraut and Frankfurter Week*. The men will enjoy this menu at their monthly get-together.

567. *Hamisha Asar Beshebat*. This is the Jewish "tree planting time," but it can be observed profitably by Christians as well. Does your church yard need more trees or shrubbery? This is the time to plant them.

568. *Abraham Lincoln's Birthday*. There are many fascinating stories and anecdotes about Lincoln which may be used for worship services.

569. *Americanism Week*. Make this the occasion to emphasize the religious ideals of the founders of the country and to indicate how our religious life is different from that of other nations.

570. *National Defense Week*. Point out that ideas (and ideals) are more powerful than weapons. A vast armament program only challenges an enemy nation to surpass it. Ideas, however, can make nations see the folly of war and refrain from starting one.

571. *Valentine's Day*. The story of St. Valentine is beautiful, and may be used in worship services. There is no more popular time for a young people's party.

572. *National Cherry Week*. This is an excellent time to conduct a cherry pie contest. The pies can be used as refreshments at the party. Have a separate contest for the men. Perhaps you will want to make this part of a Washington's Birthday party.

573. *Advertising Recognition Week*. The church receives considerable free newspaper advertising through stories and pictures, and the least you can do to show appreciation is to place an occasional paid ad. This is an appropriate time to do so.

574. *National Crime Prevention Week*. Invite police officers and juvenile workers to give talks in various departments of the school on Sunday of this week.

575. *Pancake Day*. Hold a class breakfast an hour before Sunday school. Serve hot cakes and coffee.

MARCH

576. *National 4-H Club Week*. Have 4-H Club members tell something about the religious emphasis which is part of the club work.

577. *American Red Cross Fund Drive*. Any work of mercy is in harmony with the healing ministry of Jesus, and we may be sure that it has His approval. Keep people informed about the work which the Red Cross is doing.

578. *Arbor Day*. If trees and shrubbery were not planted during February (which would be inadvisable in some parts of the country), this is an excellent time to do it.

579. *National Smile Week*. Jesus was happy (which some Christians are not), and He wanted His followers to be happy.

580. *National Drama Week*. This would be an ideal time for the young people, or some other group, to give a religious play.

581. *Campfire Girls' Birthday Week*. Give publicity to this worthy organization, and urge the girls to enroll in it.

582. *National Salesmen's Week*. This can be made the occasion to point out that Christians are Gospel salesmen. They should apply the principles of salesmanship in presenting their superior product to the world.

583. *St. Patrick's Day*. Aside from the fun of a St. Patrick's party, the story of Patrick, a missionary to Ireland, who wasn't an Irishman at all, adds interest to a worship service.

584. *National Hobby Week*. The "collecting instinct" is a strong one, and can be exceedingly helpful. Why not collect religious pictures, poems and stories rather than beetles or bottle caps? Or why not collect clothing for the poor, or send boxes to foreign missions? Why not make a hobby of bringing good cheer to shut-ins or making toys or puzzles for underprivileged children? Hobbies not only provide pleasure but can be made to serve the kingdom of God.

APRIL

585. *National Boys' Club Week*. An organization of this type requires sponsors and equipment. Perhaps there is an adult class which is interested in the work which is being done.

586. *Spring Clean-Up Week*. Let the church participate by painting the building and beautifying the lawn.

587. *American Camp Week*. Plan an overnight camp for the young people, many of whom cannot spend a week away from home.

588. *Honey for Breakfast Week*. This is the time for another class breakfast, with hot cakes and honey.

589. *Pan American Week*. In the Southwest, in particular, this may be made the occasion for creating friendship and good will between our country and Mexico. Present programs in which those of both nations are participants. Surprise bags of toys and games may be sent to the children of Central and South American countries.

590. *John Howard Payne Memorial Day*. Make use of his most loved song, "Home, Sweet Home," in worship services.

591. *National Doughnut Week*. Doughnuts and coffee may be served at class parties, or the young people may want to make and sell doughnuts to finance a class project.

592. *National Garden Week*. If space is available, plant flowers on the church property. Bring bouquets to the aged or shut-ins.

593. *National Social Hygiene Day*. This is an excellent opportunity for a physician to speak to young people on the effects of heredity and sins which blight lives unto the "third and fourth generation."

594. *Boys and Girls Week*. Plan an entire week of activities for the children, keeping in mind the physical, mental, social and religious aspects of their lives.

595. *National Baby Week*. (This may extend into May.) Keep before the church the fact that millions of babies are being born each year, and in a few years these children must find their places in the Sunday school. This will demand enlarged quarters and additional teachers.

MAY

596. *Child Health Day.* Invite a physician to conduct a baby clinic in your church. Give a prize to the most perfect baby.

597. *Be Kind to Animals Week.* Appropriate stories may be used in the worship programs of the various departments.

598. *National Hearing Week.* Adult classes may wish to make a project of installing acousticians in the church auditorium or providing hearing aids for those who are unable to buy them.

599. *National Family Week.* Plan a week of activities for families. Urge families to attend church on Mother's Day.

600. *National and Inter-American Music Week.* The stories of hymns written by American composers may be used in worship services.

601. *Good Will Week.* Ask the members to bring with them articles which may be given to the Good Will Industries, or to handicapped workers who are unable to find employment.

602. *National Hospital Day.* Distribute bouquets to those who are hospitalized, regardless of their church connections.

603. *Let's Go Fishing Week.* This can be related to personal evangelism. Present talks on such subjects as "How to Catch Men," and give suggestions on how to talk with and win converts.

604. *I Am an American Day.* This is an excellent time to emphasize the part which the Christian religion has had in making America great. To be a good American is to be a good Christian.

605. *Letters from America Week.* Print in the church bulletin a list of the names and addresses of the boys in the armed forces. Urge members to write not only to them

but to others in foreign lands. These letters should be cheerful, optimistic, and encourage a spirit of brotherhood.

606. *Park and Recreation Week.* If you live in a small town which has no park, let your school buy and equip a vacant lot to be used for a city playground and picnic center. If the town has no program of supervised recreation, perhaps there is someone in your school who would accept such a responsibility.

607. *Memorial Day.* Make use of appropriate stories in your worship services. You will no doubt want to give the pledge of allegiance to the flag, which should, of course, be fresh and clean for the occasion. Have a large flag flying from the church that day.

JUNE

608. *International Shut-Ins' Day.* In many churches there are old people and shut-ins who would appreciate any kindness which might be shown to them. Have groups of six hold fifteen-minute services with them and perhaps give each a gift.

609. *National Secretaries' Day.* Do you have a church secretary who works long hours for small pay? This is the time to honor her and show your appreciation by praise and a gift.

610. *National Flag Week.* There are still churches which have small soiled flags which ought to be replaced by large new ones. Place the order about a month in advance so that the flag will be available when needed.

611. *Let's Play Tennis Week.* If your church has no tennis court, why not raise funds to build one?

JULY

612. *Independence Day.* A church picnic, with appropriate games and contests, could be held on this day.

613. *National Iced Tea Time.* Surprise members by serving iced tea during the period between Sunday school and church.

AUGUST

614. *Friendship Day*. Urge members to hold "friendship circles" at least once each week. Newcomers in the church and community should be invited to attend.

SEPTEMBER

615. *National Doll Week*. This would be an appropriate occasion to make dolls, present a doll exhibit, give dolls to underprivileged children or send them to children in other lands.

616. *Constitution Day*. Does your school include adult classes which need constitutions to insure orderly procedure, limit the determination of a few members to "run things" or define the workings of various committees? Appoint a constitutional committee to prepare a proposed constitution and submit it to the group for approval.

617. *American Indian Day*. There are still many tribes of Indians which worship the old gods of their ancestors and engage in tribal dances in honor of their deities. Use this opportunity to create a new interest in the evangelization of the Indians and to raise money for the support of such work.

618. *Gold Star Mother's Day*. This is the day when honor is given to mothers whose sons died sacrificial deaths on the battle field. Do not forget Mary, whose Son died as the Prince of Peace. Ask someone to speak on the subject "The Star That Turned to Gold."

619. *National Business Women's Week*. Older unmarried girls, who teach school or work in business offices, are often the "forgotten group" in Sunday schools. Do you have a class for business women? If not, find a suitable teacher and start one. (This week may extend into October.)

OCTOBER

620. *National Newspaper Week*. Have your secretary write the local newspapers letters of appreciation for the

church news which they publish from week to week; also place an ad in the Saturday paper.

621. *Restaurant Hospitality Month.* Churches in small towns, where church suppers definitely harm the business of restaurants, may show their good will by urging all church members to "eat out" during a certain week of the month.

622. *Red Feather Month.* Urge church members to support the Community Chest Drive, which will be conducted during this month.

623. *National Newspaper-Boy Day.* Have the churches of the community sponsor a picnic or barbecue for the boys who get up early in the morning to deliver papers.

624. *National Employ-the-Physically-Handicapped Week.* Perhaps the men of the church can secure employment for the handicapped, thus helping them to keep their self-respect, make a living, and render a service to the world.

625. *National Grandparents' Day.* Conduct a special service for them on Sunday. Provide transportation, and have them participate in the program. Present a flower to each guest. Have rocking chairs (or wheel chairs) at the front for those who need them.

626. *National Letter-Writing Week.* Ask every member to send someone a letter expressing the writer's appreciation for a kindness, asking forgiveness for a wrong committed, or urging the recipient to accept Christ and join the church.

627. *Poetry Day.* Announce this day a month ahead, and offer prizes for the best original poems of a religious nature. Appoint judges to receive the poems and announce awards. The best poems may be published in the church paper or read in the services.

628. *Beggars' Night.* Plan an evening of fun to take the place of the "trick or treat" custom.

NOVEMBER

629. *American Art Week.* Make use of great religious pictures by American artists.

630. *National Children's Book Week.* Give parents a list of library books which are most suitable for children. Urge libraries to purchase more religious and character-building books.

631. *National Cage Bird Week.* Why not delight the hearts of shut-ins by presenting them with canaries or parakeets? Many old people are lonely and would appreciate such a pet.

DECEMBER

632. *International Golden Rule Week.* Urge members to make a special effort to live by the Golden Rule during this week.

633. *Bill of Rights Day.* Call attention to the fact that freedom of religion is guaranteed by the constitution, and that freedom ought to be preserved and observed.

SECTION 22

STEWARDSHIP

I. *The Stewardship of Money.*

634. *The Stewardship Formula.* (a) God is the owner of the world and everything which is in it. (b) Man is a steward who has been entrusted with caring for God's world. (c) In the end there will be a time of accounting. (d) He shall be rewarded according to his faithfulness.

635. *Was tithing taught in the Old Testament?* Yes? The practice preceded the Law by many centuries (Gen. 14:20; 28:22). The principle was included in the Law

which God gave through Moses (Lev. 27:30-32). Those who did not pay the tithe were looked upon by God as robbing Him (Mal. 3:8-10).

636. *Is tithing taught in the New Testament?* Yes. It was practiced by Jesus, and had His approval (Matt. 23:23). The New Testament Church apparently continued the practice (Heb. 7:1-8). Paul urged the church at Corinth to practice proportionate giving (I Cor. 16:2). God promised to bless those who paid the tithe in Old Testament times (Mal. 3:10), and Jesus said that we will be blessed according to the way that we give (Luke 6:38). Paul likewise pointed out that prosperity would be proportionate (II Cor. 9:5-8). There are many references on this subject which ought to be studied.

II. *How People Give Today.*

637. There are several groups in the church: the tithers, who compose a very small group in most churches.

638. The regular givers, who make pledges and use the weekly envelopes.

639. Those who will not make pledges but prefer to give only when they attend. They expect to "get something" for what they put in the offering basket.

640. Those who give when they "feel like it," which usually isn't often. Such givers will respond only to an emotional appeal.

641. Those whose giving is governed by sentiment. If they like the preacher, the choir, etc., they will give.

642. Those who for the sake of appearance, put small change into the basket but who have no love for God and His Church.

643. Those who give nothing and complain that "the church is always asking for money."

III. *How Stewardship May Be Taught.*

644. A topical study of the Bible teachings.

645. Tracts and literature.

- 646. Stories in the various departments.
- 647. Posters.
- 648. Plays.
- 649. Study classes using stewardship texts.
- 650. Books on stewardship.
- 651. Moving pictures.
- 652. The testimony of tithers.

IV. *The Advantages of Tithing.*

653. *Honesty.* If the tithe is God's sacred portion, to be set aside and used for Him, can we be honest if we take it for ourselves? There are many who would be horrified if anyone accused them of attending a ball game without a ticket, but who have no scruples about taking God's portion for themselves.

654. "But what about the poor?" someone will ask. "Would it be right to require the tithe of them?" God of course, promised to bless those who returned the tithe to Him. At the same time it is well to remember that the poor were helped with the tithes which were brought. The ideal would be for the poor to bring in their tithes and dedicate them to God, and then for the church at once to return them, if the givers were in dire need.

655. *The tithe ought to be looked upon as a standard*, like truthfulness, honesty and purity—a standard to be reached as soon as possible. Anyone who accumulates money or possessions certainly has no excuse for not setting aside the Lord's portion. The family should first set aside the tithe, and budget the remainder of the income. Christians will be surprised to find how easily they can live on the nine-tenths when they have the blessing of God upon them.

656. *Happiness.* When you look upon yourself as a steward, you experience great joy in giving.

657. *Increased respect for the church.* If every member

tithed, the church would not have to hold dinners, bazaars, carnivals, and employ other money-making methods which cheapen it in the eyes of the world. They would not have to beg merchants for "ten per cent donations" nor charge high prices for skimpy dinners.

658. The elimination of multitudinous irritating appeals for money, which give outsiders the impression that the church's chief concern is to collect money from its members.

659. There would be an abundance of money, not only for the local expenses, but the great world program of Christianity. If God demanded the tithe for religious purposes from the tiny nation of Israel, He certainly would not ask for less when commanding that the Gospel be taken to the uttermost parts of the earth. It is because Christians have been miserly givers that after all these centuries only a small portion of the world has been evangelized. In this generation Christian nations have spent billions of dollars to kill those who long ago should have been changed from enemies into friends and brethren. It is worthy of note that the denominations which insist on tithing are sending far more missionaries into foreign lands than the larger church groups which do not.

660. It is well to keep in mind that the tithe is a minimum standard, and some ought to give far more than that amount. Indeed, a true conception of stewardship keeps before us the fact that we are to use all that we have in a way that is well pleasing to God, even though we do our duty by bringing in the tithe.

V. The Stewardship of Time.

661. The old Jewish Sabbath, which was a rest day when work was forbidden on the penalty of death, was replaced in the New Testament Church by the Lord's Day, which was set aside for worship and service. Nowhere in the

New Testament, from the time the Law went out and the Church of Christ was established, will you find a reference to it as a day of rest. Sunday is a day of rest in that there is no continuance of the weekly occupation, but it is the Lord's Day, and is to be used for Him. What is true of money, in that all of it is to be used in ways which are well pleasing to God, is true also of our time, even though we set aside the one day in seven for worship, teaching and service.

662. Families and churches ought to plan how to use the Lord's Day wisely. Many people do not know what to do with the day, and the time is wasted. Be ready to suggest acts of service which may be performed by those who are willing to do so.

663. Encourage people to chart their use of time and see how much of it God is actually getting. The amount will be so surprisingly small, in comparison with the total hours they have, that the discovery will come as a shock to many.

VI. *Stewardship of Talents.*

664. *The ability to think.* When you listen to discussions in any adult class, you wonder how the members are able to hold jobs during the six days they use as their own. Encourage people to observe a daily time of quiet when they can think about spiritual things. It is said that a certain group of business executives makes it a practice to sit in silence for fifteen minutes before the meeting is called to order. If church groups did this, there would be profitable discussion instead of dead silence when the chairman asks, "Well, who has an idea?"

665. *The ability to talk.* Everyone has talents, but frequently these are imprisoned by fear and never allowed to develop. Nine out of ten people are actually "scared stiff" when called upon to speak before a group of friends.

They are capable of small talk or gossip but are unable to express their ideas. The ability to talk must be developed like every other talent, and the Sunday school should provide speech classes in which this may be accomplished. Inability to express one's ideas is as serious as ignorance, and the church loses immeasurably when, although leaders are desperately needed, members are afraid to speak and serve. Do something about it!

666. *The ability to sing.* Many have excellent voices but are unwilling to learn to sing. A full choir is an inspiration, but half a choir is depressing. Help pupils to realize that talents are God-given and should be used for Him. Those who have special talents should participate in the various worship services.

667. *The ability to teach.* Some teachers are naturally gifted but refuse to use those talents in the service of the Sunday school. Others are less talented but do the best they can. The teaching of God's Word demands more than mediocrity, and capable people should be challenged with the claim of the church.

668. There is scarcely a talent which cannot in some way be used in the service of God's kingdom. Make a list of talents and show how they can be put to use in the church and school.

VII. *The Stewardship of Truth.*

For more than nineteen hundred years the Gospel has been passed from person to person in an unbroken line, and we who have received it have the stewardship of it. We dare not disregard this responsibility; if we do so, there will be no Church in the future, for the Church faces extinction in every generation.

Each of us has a spiritual ancestry which goes back to one of the Twelve, and finally to Jesus. Had a single person in all these centuries failed, the line would have

been broken, and the Faith would never have come to us. It is a precious heritage, and must be passed on to others. Urge every Christian to begin at once to win others to Christ. Offer classes in personal evangelism, and use every worker who will assist in the evangelistic program of the school. The talent which we have for winning others must not be buried but dedicated to the promotion of the kingdom.

SECTION 23

SUMMER PLANS

669. Most schools experience a slump in the summer, when they could be making progress. Don't squander the pleasant months.

670. A medium-sized school in the Southwest decided to increase its membership during the summer, and set out to enlist "one hundred new members in one hundred days." The "do-nothings" said it was impossible, but the school established quotas by departments, reporting the new members week by week, and at the end of that time not only reached the goal but had a total of 107. Why not try this?

671. *Keep the Flags Flying Campaign.* Make a flag-stand about six feet tall out of a one by six board. Attach the bottom to a two by six base, so that it will stand, and make the top pointed. Paint the stand white, and list the adult classes and lower departments in letters about two inches high. Abbreviate the longer names. Opposite each name drill a small hole in which the stem of a small American flag may be inserted.

Take the spring average for each group. Perhaps you should omit the Easter attendance, which is usually in-



flated. Beginning the first Sunday in June, and extending through the summer, every department which has an attendance of ninety per cent or more of the spring average will have the privilege of placing a flag opposite the class name. A Christian flag may be inserted at the point of the flagstand. It is only when all the classes have reached their goal that the Christian flag, the symbol of victory, can be flown. The flags should be about six inches wide. Keep a weekly record of each class, and indicate the number of times the flag is flown.

672. It is true that members will be going on vacation, but by bringing in visitors (*bona fide* prospects) and finding new members, your school will make a surprising record. If you have a closing assembly, the secretary of each group should be ready to report: "Average attendance . . . Present today . . . Percentage . . ." If you do not hold a closing assembly, your minister will be glad to use five minutes of the morning church service for the report of classes and the placing of flags.

673. *Let Your Light Shine Campaign.* This utilizes the traffic light as a symbol. Paint the names of the departments and adult classes on a large board. Opposite each name place a nail or hook to hold colored disks indicating the attendance. If the class maintains an attendance of ninety per cent or more of its spring average (March, April, May), it should receive a "green light" — which means it is a "going" class. If the attendance

LOYAL MEN	●
GLEANERS	●
BEREANS	●
YOUNG PEOPLE	⊙
SENIORS	●
INTERMED.	○
JUNIORS	○
PRIMARIES	●
BEGINNERS	⊙
CRADLE ROLL	●

drops to the eighty and eighty-nine per cent group, place a "yellow light" opposite the class name. That means "caution"—you'd better get busy! If the class has an average between seventy and seventy-nine per cent, it should receive a "red light." That means "danger"—the class will soon be dead. If any class drops below seventy per cent, it should not receive a light—its light has gone out! The goal should be to have every class receive a "green light" every Sunday, thus keeping the school above ninety per cent of its spring attendance. After the last Sunday in May the secretary should tell each class its spring average so that the group may know what figure it will have to reach or pass the following week when the campaign starts.

674. *Fishing Contest.* Men will perhaps want to use this idea as a class contest or in connection with some of the campaigns involving the entire school.

When a member brings a visitor, allow two points—a "nibble." If the visitor comes the next Sunday, add five points—he is "hooked." If he comes the third time in succession, add ten points—he is "landed." If the visitor comes one or two Sundays and then fails to reappear, he "got away," and the fisherman must start again with a "nibble." Once the visitor is "landed," he should become a fisherman and seek to bring others. At the close of the summer, awards can be given to the three people who have the largest number of points to their credit.

675. *Attendance League.* This is conducted like a baseball league. Each week the classes should play "games" against each other. The schedule of games for the entire summer should be prepared at the beginning of the season before anyone knows how weak or how

	W.	L.	PCT.
SENIORS	8	2	.800
BEREANS	7	3	.700
PRIMARIES	7	3	.700
LOYAL WOMEN	6	4	.600
ETC.			
NEXT SUNDAY			
SENIORS	VS.	LOYAL MEN	
BARACAS	VS.	JUNIORS	
INTERMED.	VS.	PRIMARIES	
LOYAL WOMEN	VS.	YOUNG PEOPLE	
CRADLE ROLL	VS.	BEGINNERS	

strong the "teams" will be. In order to make the scores similar to those in baseball, let each group take its March, April and May average, and divide by ten to find its "scoring unit." For example, if the

Loyal Men had an average of 75, their scoring unit would be 7.5. Each week the attendance should be divided by the scoring unit to determine the score. For example, if on the first Sunday of the campaign the Loyal Men play against the Young People and have 62 present, they will divide 62 by 7.5, which will give them a score of 8.2. The Young People will divide their attendance of 48 by their scoring unit of 3.6, giving them a score of 13.3, which will win the game. If the figures are close, the fractions may help to determine the winner.

676. Publish a weekly list of the standings of the teams and the games scheduled for the following Sunday. Local newspapers will print this information every week, if it is provided for them. At the close of the summer award a pennant to the class winning the most games.

677. If possible, organize a city or state league consisting of schools approximately the same size. Each school should give a weekly attendance report to a designated person, who should give the superintendents of those schools a total report before the next Sunday. This plan has been used with surprising success.

678. Appoint "summer captains," one for each Sunday, who should be responsible for the attendance on that day. He should aim to have an attendance larger than that on the same Sunday the previous year. He should choose his own helpers, plan promotion and special features, etc. At the end of the summer recognition may be

given to the three captains who were responsible for the three highest attendance figures.

679. Ask your members to compose an "anti summer-slump" song to be sung to a well-known tune. Mimeographed copies should be distributed throughout the school, and the song should be sung every week during the summer. If the judges decide on a second and a third choice, sing these also.

680. If there are two or three weeks when attendance is low, announce that the following Sunday will be "Keep Up the Average Day."

681. Announce that there will be a "special" feature every Sunday during the summer. The following are suggested:

a. Picture Sunday. Make movies of those who are present.

b. Children's Day, the second Sunday in June. Present an appropriate program.

c. Father's Day. Honor the fathers in a special way.

d. Better School Day. Give a prize for the best hundred-word essay on possibilities for the fall program.

e. Flower Day, when all rooms and the church sanctuary are banked with flowers.

f. Patriotic Sunday, the nearest to July 4.

g. Family Sunday. Count the families whose members are all present.

h. Surprise Sunday. Even though no one knows what to expect, present an unusual program.

i. "Kum Double Day." Hold this on World Friendship Sunday, in August. See how many members have brought guests.

j. Pageant Day. Have the young people present a short pageant.

k. Superintendent's Day. Honor the man who does a great deal of work but receives little recognition.

1. Victory Sunday. Close the summer season with an overwhelmingly large attendance.

682. If your members are "weather minded," you may want to conduct a Beat the Heat Campaign during the summer. Determine the March, April and May average attendance for the entire school, and read the thermometer at 10:30 A.M. when Sunday school is dismissed. If the temperature was eighty-five, then the school must have had more than eighty-five per cent of its average attendance present in order to "beat the heat." This plan could perhaps be used in the South and Southwest, but in the North the temperatures at that hour would perhaps be too low to be a challenge.

683. Announce that on a certain Sunday all classes will be taught in the park, after which the minister will bring a short message.

684. Provide lemonade as a surprise some Sunday. Have a committee of uniformed girls serve it at the close of the class session.

685. Encourage all groups to sponsor "Backyard Friendship Circles" during the summer, so that all the members will become better acquainted, particularly the newcomers who have enrolled during the spring months. Larger classes should have six or more circles.

686. Encourage members to use the summer profitably by taking study courses, attending summer camps, or conducting a clinic on home problems.

687. Are surplus foods and vegetables going to waste during the summer? Urge the church members to can these and place them in the church "storehouse" so that they can be used by needy families in future months. Many farmers are more than happy to have a group utilize surplus foods in this way.

688. "Comfort" should be a keyword during the summer. If people are not comfortable in church, they are

not likely to attend. In the spring, adequate cooling systems should be installed. If not, see that electric fans are provided. Emphasize the fact that it is not necessary for the men to wear their coats during Sunday school and church services.

689. Keep in touch with vacationists. Ask them to record what they saw in other schools. On Sunday mornings read excerpts from a few of these reports. These will provide the opportunity to compliment or challenge your school.

690. Each Sunday permit vacationists to give five-minute reports on the praiseworthy features of Sunday schools they have visited.

691. Summer is the ideal time to install an electric drinking fountain. Perhaps a class or department would like to undertake this as a project. It should be installed where there will be a minimum of congestion.

692. In view of the fact that outdoor activities are popular at this time of year, why not conduct a class in recreation methods? This should be attended by representatives from all classes and departments.

SECTION 24

THE SUPERINTENDENT AND HIS WORKERS

The Superintendent

693. The superintendent is an important person. In a small school his staff may consist of a dozen workers; in a large school he may supervise two hundred or more teachers. He is the key man in the organization, and the success of the school will depend largely upon him. Since he must oversee a large number of souls, he has

a grave responsibility which demands that he do his utmost to fulfill the total purpose of the church.

694. The pastor, of course, is the executive head of the entire church, and the superintendent should work closely with him. The church and Sunday school should function harmoniously. Both are an integral part of the church.

695. A large church usually engages a director of religious education. He co-operates with the educational committee in supervising not only the Sunday school but all of the educational agencies of the church. The superintendent, who is also a member of the educational committee, executes in the Sunday school the policies which are suggested by the educational committee.

696. The efficient superintendent begins the year by submitting a program of work which is approved by the workers' conference, and then, month by month, he sees that these plans materialize. At the monthly workers' conference the problems of the school are discussed and the workers stimulated to greater activity. (See the section entitled "The Workers' Conference.")

697. The superintendent should confer with his cabinet, composed of the general officers of the school and the departmental superintendents, as often as possible. He should, if possible, contact them on Saturday to make sure that proper preparations have been made for the next day. Perhaps they can meet at a restaurant on Monday noon to review the day which has passed and plan the session which is ahead.

698. When it is possible for him to do so, he should meet with the departmental conferences. Frequently these meetings are held on Sunday afternoon, or for an hour preceding the workers' conference.

699. The superintendent is the superintendent of the entire school. Many times, however, he is merely a "platform man" for the adult department, and the other departments are completely neglected. Every Sunday he should visit a department and class to give them the benefit of his observation and advice.

700. During the week the superintendent should make as many calls as possible. Some of the people in the church and community can be reached most easily by him, and he should use this opportunity to project his influence. If he is wise, he will have a calling list with him at all times so that he can use every opportunity to make a call. The results will be amazing.

701. The superintendent will find it helpful to meet with a half-dozen superintendents from other schools to discuss the problems which they have in common. Perhaps he will want to invite the group to his home. The superintendents will probably want to have a similar meeting at least once each quarter.

702. Machinery must be kept well oiled if it is to run smoothly, and that is also true of the Sunday school. The superintendent will find that a word or note of thanks to his workers will produce surprising results. Praise is precious to those who receive it, and thoughtfulness will pay rich dividends.

703. The superintendent who tries to "do it all" soon becomes a chore boy. Someone has said that it is better for a person to train ten workers than for him to do the work of ten men. The superintendent is such an important person and has so many duties, that he should plan how to use his time to the best advantage. Are there minor tasks which someone else can perform? See what can be done about delegating your authority.

704. Take your teachers and officers to a week-end retreat where they can discuss church school problems. This will give your substitutes an opportunity to function.

705. Some superintendents are afraid to use their assistants lest the school, impressed by their excellent work, should want to make a change. This is a groundless fear, unless the superintendent has been negligent. The more helpers the superintendent can train and put to work, the better the school will be.

706. The superintendent of a large school should be in his office at least fifteen minutes (preferably thirty) before worship services begin, so that teachers will know where to find him. The departmental superintendents should be contacted the day before.

707. How long should one continue as superintendent? As long as he does good work, and no longer. The position should not be viewed as an award of honor, but, rather, as an opportunity to serve. If you have held the office so long that you are unconcerned about preparation, make no plans, depend on others to work without guidance or supervision, and no longer challenge your workers to the highest type of consecration, it is time for you to terminate your work as superintendent. Furthermore, do so voluntarily rather than wait to be voted out of the office.

708. There are superintendents who "want to run things," and they seek to accomplish this by not calling a yearly election or by placing on the nominating committee those who may be elected, a scheme intended to reduce the possibility of their announcing themselves as candidates. People soon realize what is happening and lose respect for those who resort to such tactics.

709. It has been noted that ten per cent of the people in every church do about ninety per cent of the work. But what about the ninety per cent? Are they unconcerned, or is it possible that they do not know how to do the work? More people will be able to pray publicly if you give them an opportunity to do so. Many will never give speeches, preside at meetings, make calls or win souls unless they are taught. In every church there is talent waiting to be developed. No church need be handicapped by lack of workers, if a consistent effort is made to enlist, train and use them.

710. Your school would find it profitable to have a religious education expert spend a week observing procedure, holding conferences, and evaluating the work. The expert should spend each afternoon and evening with a major group for the purpose of discussing their problems and planning improvements for the future. It would be advisable for him to come on Sunday and stay through Friday, rather than begin on Monday and conclude on Sunday. This would enable him to observe the school as it is. Do not influence his reactions, however; let him diagnose the ills of the organization as he sees them. Urge the school to follow his prescription.

711. Do you have teachers who are undependable or incompetent? There are several possible remedies: (a) Let them continue unchecked, which would be an injustice to the pupils. (b) Replace them with trustworthy teachers, which means that you should have substitutes available. Make the changes at the first opportunity. (c) You may transfer them to other positions, where they may serve more effectively. (d) You may seek to give them counsel or show them how to do their work better.

Seek to enroll them in the training courses which are offered by your school.

712. Do you invite your teachers to bring their problems to you? Why not put a question box in a prominent place, and ask teachers to drop their questions into it? Those which are signed can be answered personally; those unsigned can be discussed at the workers' conference.

713. Does your staff include teachers who do not like children but retain their classes for some reason? Eliminate them tactfully when promotion day comes, for such teachers will do more harm than good. They will perhaps welcome replacements or be willing to accept other work.

714. "Can you give me two teachers for the Primary Department?" pleaded a departmental superintendent one day, when it was time for the lesson period. If each class had an available substitute, who could prepare the lesson in advance, there would be no problem. But what can two unprepared teachers do except read the quarterly? Combine classes so that they can study the lesson under the guidance of a prepared teacher.

715. How old should a teacher be? Age is not the primary factor in successful teaching. There are old people who can hold a group spellbound when younger people would fail completely. On the other hand, there are some older people who continue to live in the past and have nothing in common with the present generation. These would be unable to prepare their pupils to meet the problems of today. It is the spirit within, rather than the external appearance or age, which makes the teacher. Sometimes younger teachers succeed when older ones have failed. Happy is the class which has a teacher who fits the group.

716. Some one has said, "Never give up hope for anyone until he has failed in something he really likes to do."

Have you ever attempted to see if your teachers are happy where they are teaching, or if they would prefer to be in another department? Perhaps many of them are like round pegs in square holes, and changes will be beneficial to all concerned.

717. Make your installation services impressive. Many of them are dull and uninspiring.

718. Once each year a "Teacher Recognition Service" should be held in appreciation for the work which they have been doing. Have the teachers march to the platform as the processional is sung. Have a class present special music. Appropriate words of appreciation should be spoken as each teacher is introduced. Let the school show its appreciation by giving each teacher a book which will help her teach more effectively. If you wish to do so, at the beginning of the year, give each teacher a list of achievements for which points will be given, and on the basis of the reports announce who has the honor of being "Teacher of the Year." A service of this type will elevate the teachers in the esteem of the pupils and the church.

719. Should there be a general assembly each Sunday? For lack of space, in small schools all departments meet together. In the larger schools, worship services are conducted by departments, and the programs are planned to meet the interests and needs of the pupils. The old-time reassembly for the superintendent's "review" and the monotonous reading of reports by classes were abandoned long ago. A quarterly general assembly will encourage a school-consciousness.

720. Do you encourage suggestions regarding the improvement of the school? About the first of December you can ask members for hundred-word suggestions re-

garding improvements to be made during the New Year. Give awards for the three best papers.

721. Are you short of workers, or do you have a waiting list? Perhaps you are minimizing the importance of the position. A large Midwestern school drew up a "teacher's contract," stating the qualifications necessary for teaching. The result was that there were more applicants than positions.

722. "I have to beg people to serve as teachers," said a superintendent one day. Such pleading cheapens the Sunday school and often the wrong people volunteer to teach. It is much more difficult to eliminate undesirable teachers than to find good ones. Be sure your teachers are "hand picked."

723. "What gets me," exploded a departmental superintendent, "is that every time the attendance loses three we get a scolding, but when it gains ten, nothing is said." Do you have the bad habit of complaining when difficulties arise and forgetting to show your appreciation when good work is being done? Reverse the plan and watch the results.

724. Not every school can have highly trained teachers. If that is the situation in your own school, don't be downhearted, but trust in God. It was Billy Sunday who said, "God can strike a pretty straight blow with a crooked stick."

725. If new teachers join your staff at promotion time, or at the beginning of the year, provide them with books which will help them in teaching their particular age group. There are books available which help teachers to understand their pupils, while others discuss the most effective methods of lesson presentation.

726. Does your staff include teachers who don't study their lessons — who perhaps "look over" the quarterly late Saturday night and merely have the children take turns

reading from it the next morning? The next time such a teacher tells you to get someone else for the position, do so without delay.

727. Are your teachers reading a book each month? Most public libraries have books on teaching methods, psychology, worship, church-school administration, etc. Prepare a list of such volumes and put it into the hands of your teachers. However, do not include books on theology without your pastor's approval.

728. Hold a quarterly get-together of teachers and officers from the various churches of the community to discuss methods and administration. Such a meeting should include a brief devotional service, followed by an hour of departmental conferences.

729. You can't force teachers to be efficient, since their service is voluntary. Their only compulsion is love for God and a desire to serve Him. To these you must appeal if you are to have a spiritually prosperous school.

730. Why not include a P.T.A. in your school? Meetings should be held quarterly, if not monthly, by departments. Such an organization will enable teachers to see their weaknesses and will also provide greater opportunities to win the co-operation of the parents. Try such a plan.

731. Study a list of the members in the adult classes and make a list of ten people who would make capable teachers — people who are keen-minded, consecrated, and have radiant personalities. Put these prospects on the "Ten Most Wanted" list, and see if, during the months ahead, you can begin to train them for future positions. The school should have the best prospective teachers on the waiting list; too frequently, when a vacancy occurs, the superintendent takes the first person who is available, regardless of teaching ability.

732. When you go on vacation, take with you several books on religious education and use your leisure profit-

ably. If at all possible, attend a national conference for superintendents. While you are vacationing, be sure to visit several live-wire schools and observe how they carry on their work.

733. Does your church library include books on teaching and administration? The Sunday school budget should include an amount each year for the purchase of new books. Like the carpenter or bricklayer, the teacher cannot be efficient without "teaching tools."

734. The janitor is usually the least appreciated person in the church. Surprise and encourage him by sending him a complimentary note of thanks for his services.

735. Are you able to work with people who disagree with you, or do you consider them personal enemies? If you don't "get your way," do you threaten to quit? Such an attitude is the quickest way to destroy co-operation. Ability to work harmoniously with others is a sign of leadership.

736. Do you speak to the children you meet, even though you don't know their names? They know you even if you don't know them, and your greeting is more important than you realize.

737. Someone has said, "The best of everything is monopolized by the adults." If the building is crowded, it is not the adults who meet in the kitchen or behind the furnace; you will find the children there. It is a rare school which says, "Give the best to the children." If your school is giving first consideration to the adults, correct the situation immediately.

738. Before introducing a new procedure, be convinced that the innovation is wise and practical. Seek the advice of key workers, and obtain their promised support before the matter is publicized. See, also, that the school as a whole understands the proposed change and is able to make an intelligent decision. If opposition persists, aban-

don the plan, for a venture which does not have whole-hearted support will not be a success. If the idea has value, present it again at a future date when members have had time to consider it.

739. If your teachers ask you questions on psychology, teaching methods, theology, etc., which you are unable to answer, don't stall and bluff. Simply tell them that you appreciate their efforts to improve their teaching and that you will do your best to find the answer to their questions. Consult the minister or others in the community, if you have no books or magazines on the subject. Be thankful that you have teachers who are trying to be thorough in their work.

740. Do you give the church board a quarterly report of the work of your school? Does the church bulletin supply information regarding the attendance, offerings, expenditures and treasury balance of the school?

741. Do you have a large and beautiful building with excellent facilities, but which, nevertheless, is indifferent and dying? If your attendance is so small that it is a disgrace to the church, don't post it on a record board in the sanctuary. There is nothing to be gained by advertising your weakness!

742. How many of your teachers have been serving for more than ten years? How many started but resigned? Why? How many new teachers have joined your staff within the past year? How many are training for future work? Does your school discover and train its own members, or does it leave this responsibility to another church and hope that those who receive training will move to town?

743. A superintendent should conduct himself above reproach in all his activities—outside the church and within it.

The Assistant Superintendent

744. The assistant superintendent is one of the most important men in the school, and should have all of the qualifications of the superintendent. He is not merely a "figurehead" who functions if the superintendent is absent or receives a promotion and moves out of town. The assistant superintendent shares with the superintendent the responsibility for the efficient functioning of the school. He renders an invaluable service.

745. The superintendent should allow his assistant to supervise half of the departments in the Sunday school, as well as half of the major committees. One man cannot supervise the entire school unassisted.

746. The assistant superintendent should be present every Sunday, reporting to and conferring with the superintendent regarding all matters of concern to the school. Each should notify the other if he finds it necessary to be absent, and this should be done as early in the week as possible. It is not right for one to be absent without notifying the other.

747. The assistant superintendent and the superintendent should read the same books and attend the same meetings and conferences.

748. The superintendent should preside only at the monthly workers' conference and a combined assembly of the entire school. Occasionally the assistant should be given the opportunity to preside even though the superintendent is present. This will provide valuable experience.

749. The assistant superintendent should study carefully all the suggestions given in the previous section, for they apply equally to him.

The Secretary

750. The secretary is exceedingly important to the Sunday school. She not only keeps records of Sunday

morning sessions but takes minutes at cabinet meetings and the workers' conference. These should be written carefully and typed immediately. Be sure to record the names of those who make motions, as well as the number of votes for each motion. Make the notes as complete as possible for future reference.

751. Make it a point to arrive early on Sunday morning.

752. If your school is large, and the entire teaching period is required for keeping records, the secretary should be an older person who has had thorough Bible training. Someone who needs Bible study should not be taken out of a class in order to perform secretarial duties.

753. If the secretary is efficient, keep her for as long as possible. As she comes to know the needs of the classes and departments, and becomes acquainted with the routine of ordering supplies, she becomes increasingly valuable to the school.

754. The secretary should make certain that all literature has been received by the time of the last mail delivery on Saturday. If not, a visit to the post office should be made, in the event that it arrived too late for delivery by the postman. (In some schools, this is the responsibility of the librarian rather than the secretary.)

755. See that all papers and supplies are taken to the various departments before the worship period begins. A secretary should not disrupt a session and distract the attention of worshipers by entering to bring papers. Some schools have a table just outside the door of each classroom where supplies may be placed.

756. Do not enter a room in the middle of a worship service to make an announcement. If it positively must be made, ask that it be sent to the departmental superintendent during the announcement period.

757. Does your school have an elaborate record system, supplying detailed information which is never used?

Such effort is wasted if departmental superintendents and teachers do not use these facts to further the spiritual development of the school.

758. A postcard mimeograph will save many hours of time and considerable stencil expense. Make your notices interesting and unique.

759. If your church is too small to have a church secretary, the Sunday school secretary should post a schedule of future events and also indicate the rooms in which they are to be held. This will avoid conflicting dates. Hang this schedule on the wall in the secretary's room, and emphasize that rooms must be reserved for meetings.

760. Supplies should be ordered at least a month in advance, even earlier if possible, since publishing houses must serve thousands of churches. Send the order by air mail if necessary.

761. Do not allow members to be dropped from the rolls simply because they have been absent three times. There may be legitimate reasons for their absences, and calls should be made before action is taken. Even after pupils have been absent for months, do not discard their names, but place them in an "inactive" file for future reference. Eventually these absentees may return. Send them cards occasionally so that they will know they have not been forgotten. Do everything possible to encourage their return.

762. Answer all communications immediately, and see that prompt payment is made for supplies.

763. Ask other wide-awake schools for ideas.

764. When anything of significance has occurred, or is being planned, utilize newspaper publicity. Do so only with the approval of the superintendent or pastor, of course.

The Treasurer

765. Keep all money in a safe place, preferably in a locked drawer or vault. Even in a church there may be those who would steal if they had an opportunity; keep temptation away from the weak and opportunity away from the evil.

766. Keep a careful record of all money given to you. Disburse it only on order from those who have the authority, and require a receipt from those who receive it. You have no right to spend even small amounts unless directed to do so, even though you consider such purchases to the advantage of the school.

767. Be prepared to present a detailed report of the finances at the workers' conference. Simply to estimate the amount in the treasury, without a specific statement of amounts received and disbursed, may create the impression that you are either slovenly or dishonest, and your reputation will suffer. Either do the treasurer's job well or give it to someone who will.

768. At the end of the year insist, for your own sake, that an auditing committee check all records and make a public announcement that they were found to be accurate.

769. Pay all bills immediately. The secretary should make certain that the school has received all the supplies for which it has been billed.

770. Make sure that special offerings are sent to the recipient designated. Obtain the address from the superintendent, if necessary.

771. You have no right to transfer funds from one account to another. Treasurers sometimes use missionary or benevolence funds for the operating expenses of the school. This is a breach of trust. If the operating fund is depleted, do not use the money which has been given for another purpose.

772. Perhaps you've heard the story of the fellow who

kept his money in a tin can. He had no bookkeeping problems. The money that went into the can was "receipts." The money that went out was "disbursements." What remained was the "balance." Your bookkeeping will not be this simple, of course, but by serving as an efficient treasurer you will win the gratitude of all.

Departmental Superintendents

773. Be present in your room at least half an hour before the service starts.

774. If there are children who come early and run through the building, or get into mischief, either provide them with books and pictures or ask teachers to come early and give such children pre-session work. Do not allow these pupils to become boisterous or disorderly.

775. Present a planned program every Sunday. If you fail to do this, the pupils are liable to be late rather than punctual.

776. Avoid monotony. The superintendent who follows a weekly sequence of two songs, a prayer and another song, will soon have inattentive and disinterested pupils. Vary your program each week. Do not resort to "stunts," however, or other forms of entertainment which are not in keeping with a religious service.

777. Greet children with a smile and welcome new pupils. Enroll them properly and see that they enter the right classes.

778. Do not be dictatorial. Be cheerful and optimistic. The church is no place for gloom.

779. Have a place for wraps. Chairs should be used only for seating the pupils.

780. See that the room is properly ventilated. This will have a favorable influence on behavior.

781. Teach the children what constitutes proper behavior in the church. Those from non-Christian homes may not know how to conduct themselves in church.

782. Do not let children bring little brothers or sisters into the department week after week. This will soon cause trouble. If these newcomers will not stay where they belong, ask the mother to remain with the child until he becomes adjusted to the situation.

783. Reserve a row of chairs, or a pew, at the rear near the door for latecomers, so that they will not disturb the worship service.

784. If you make use of flags in the worship service, see that they are kept clean and in good condition.

785. Check all Bibles and hymnbooks frequently to see if they need repairs.

786. It is preferable to distribute Sunday school papers as the children go out the door, rather than at the close of the lesson period. If the youngsters see the papers during the class period, they will want them before the lesson has been completed. This situation should be avoided.

787. Keep a file of stories, pictures, poems and other useful material which may some day be needed for your worship programs.

788. Provide interesting projects for the department, unless each class has its own. Relate these projects to the lessons, if possible.

789. Encourage your teachers to read books on psychology and teaching methods. Urge them to enroll in leadership training courses.

790. See that every class has a substitute teacher who is prepared to teach whenever needed. If your classes are large, have the substitute observe the class each week, but she should not participate unless the regular teacher asks her to do so. To have the children acquainted with her is definitely an advantage. She may be given the responsibility of planning socials, if she has talent in that direction.

791. Hold a departmental social at least once each month. Young folk need wholesome recreation.

792. A week or two before promotion, have parties at which the teachers and pupils may become acquainted.

The Teachers

793. To have a punctual class you must be punctual yourself. That is important enough for you to set an alarm clock on Saturday night, if necessary.

794. Seek to be a living example of what you expect your pupils to be; your influence upon them is tremendous.

795. Get acquainted with each pupil as quickly as possible. Call on the parents and see what type of home each child has. You will be better able to understand the child if you have observed his surroundings and know the attitude of the parents.

796. Study books on psychology and teaching methods for the particular age group which you are teaching.

797. Enroll in leadership training classes, and attend institutes. Strive to be the best teacher possible. You have the responsibility of teaching those who will influence the world in years to come, and they must develop Christian character now.

798. Be positive in your teaching; give your pupils certainties instead of doubts. Do not raise disturbing questions for which there are no definite answers.

799. Be regular in attendance, even if a substitute teacher is available. Your pupils expect to hear you — not someone else. It is extremely important that you convince them that the church is worthy of being placed first in your life.

800. Visit the public school occasionally and observe the class attended by most of your pupils. Study the teacher's methods and techniques.

801. Teachers who use the point system for grading the work of the pupils should make profitable use of

such information. Suppose that only sixty percent of the pupils bring Bibles — are they used after they are brought? Do the children know the purpose for which the offering is brought, and is a stimulating challenge presented to those who don't contribute but could? Do the children know why they are expected to attend the church service? Does the preacher speak in terms which they can understand? What can be done to raise the participation grades of the pupils?

802. Do not discard the names and addresses of pupils who have been absent several Sundays. Make visits to determine why they have not attended. Even if they are attending another Sunday school with their friends, do not lose contact with them. In six months or a year they may return.

803. Urge pupils to be loyal to the class and the church even if there are those in the group whom they do not find congenial. Teach them to return good for evil and help them gain the good will of those who have offended them.

804. Does your school have a secretary who is constantly interrupting the lesson period by entering the room to leave papers or make announcements? Put a notice on the outside of the door, and a hook on the inside. No teacher can hold the attention of a group if there are constant interruptions.

805. Teachers of adult classes may find it profitable to study the lesson together one night each week, since all are using the uniform lessons.

806. Be sure that all the lessons are applied to the lives of the pupils. It is not enough for them to learn certain facts. They must be shown how Bible teachings can be put into practice.

807. If your quarterlies do not suggest projects which may be developed in connection with the lessons, appoint

a project committee to study the material and prepare suggestions.

808. If the pupils are not "interested," something is definitely wrong, and you should find the cause of the trouble. Are you failing to prepare your lessons? Are you using the wrong teaching method for your age group? Are you failing to think in terms of the problems which your pupils face? Do you understand the natures and needs of your pupils, and do you keep these in mind as you teach? Do you know what constitutes good teaching? Have you talked with the parents regarding their child's lack of interest? Would you prefer to teach another group? Are you overlooking the importance of regular social activities? If, after checking all of these possibilities you cannot locate the cause of the trouble or are unwilling to correct the situation, ask the superintendent to find a new teacher to replace you. Don't wait until all the pupils have left your class.

809. Some teachers still employ the teaching methods of the old Negro who said, "First I tells 'em; den I tells 'em agin; den I tells 'em what I tole 'em." Teaching involves much more than merely "telling 'em." The more pupil participation you have, the more interested your students will be, and the more they will enjoy the class.

810. A superintendent offered to put a blackboard in a classroom, and the teacher asked, "Why? What would I do with it?" Make frequent use of the black board and other visual aids, such as maps, pictures, slides, etc. What is seen is remembered.

811. Do you have a public school teacher in your church who could be prevailed upon to serve as a "demonstration teacher" for certain grades in your school? Most teachers would welcome such a person as guest teacher and helper. Public school teachers are equipped to render valuable service. Too few churches utilize it.

812. Remember that there are certain by-products of teaching which are as important as the primary truths you are seeking to present. While the pupils are learning certain facts about the Bible, they are also learning to love God, to be loyal to the church, and to find satisfaction in sharing and service. However, if they are not happy in the school, they may be learning to be irreverent, resentful and hateful.

813. Do you want to find out how well the pupils are retaining the facts which they have learned? Compile and mimeograph a hundred questions (about two from each lesson during the year) of the true-false type and have the pupils test their knowledge.

814. Imagination is valuable in helping pupils to put themselves in the places of the characters which they are studying, but the teacher should use it cautiously in teaching the class. If you go beyond the facts of the Bible, you ought to say so, lest the pupils fail to distinguish between facts and fiction. When you discuss the customs of Bible times, it is advisable to explain that such a situation could *possibly* have existed, rather than to state positively that it did.

815. Are your pupils staying after Sunday school to attend the morning church service? Teaching should stimulate worship and loyalty to Christ.

816. On Temperance Sunday, when the pupils are asked to sign a total abstinence pledge, be sure to let them know that *you* have already signed it and heartily support it. Keep before them the fact that the Bible teaches *temperance* in things which are good but *total abstinence* from things which are evil.

817. Should teachers be promoted with the class on promotion day? Usually it is best for them to retain the same grade, so that they will become thoroughly familiar with the material and be able to enrich the lessons with

illustrations from their personal experience. That is the plan used in the public school.

818. "But I get tired of the same old lessons," someone complains. You are not teaching lessons, but pupils! Every promotion day brings a new and challenging group of students who are eager for the truths which you are so well prepared to present.

819. "But the teacher of the grade ahead is not efficient," someone else complains. "Every year she receives a fine group from my class, and by the middle of the term most of them have stopped attending." That is unfortunate, and an observing superintendent will eliminate such a teacher.

820. "But my pupils don't want to leave me," insists a third teacher. "They have come to love me, and they can't bear to go into another class." Pupils ought to love teachers, but that love should not be focused completely on one person. What will happen when she is forced to terminate her work or the pupils find it necessary to move to another city? They will be in danger of losing all interest in the church.

821. There is also the possibility that a teacher, even if she loves the pupils, will stay so long with them that they will become disinterested. Most teachers have had limited Bible training. Consequently, in two or three years they have "told all they know," and, although they are unaware of the fact, their teaching becomes extremely monotonous.

822. Visit all your new pupils as soon as possible after promotion day, and have a party for them so that they can become acquainted. If any of those enrolled do not appear within a week or two, call on them immediately to learn the reason.

823. Adult teachers should utilize the services of those who are retired. They have time which they wish to use

productively. Many in this group are still enjoying excellent health and can render valuable service which will be beneficial both to themselves and others.

824. Teachers should invite the superintendent to visit their classes and observe their teaching. This is preferable to having him appear unannounced. If they know he is coming, they can prepare properly and be more at ease. Do not expect flattery. Ask him to indicate possibilities for improvement. Many teachers are not aware of their shortcomings, which are readily apparent to an observer.

825. If children ask questions which you can't answer, be frank with the pupils. Simply tell them that the Bible is a very large Book, with more than a thousand pages, and that it is impossible for one to have every answer on the tip of his tongue; but assure them that you will have the answer the next Sunday. You can ask the class to join you in trying to find the answer during the week. Enlist the aid of the pastor, if necessary.

826. If there are pupils who deserve praise, be generous in giving it publicly. If there are those who deserve rebuke, save them embarrassment by talking with them privately. Such an approach will encourage their good will and co-operation.

SECTION 25

THE WORKERS' CONFERENCE

827. The workers' conference is a gathering of teachers, officers, departmental superintendents and other interested workers who meet to conduct the business of the school, make plans, receive inspiration and guidance, and enjoy

Christian fellowship. Such a conference should be held at least once each month, regardless of the size of the school.

828. It is difficult to get people to attend a dull business session, but they will be present at a gathering which is characterized by enthusiasm and a worth while program. If your meeting is poorly attended, perhaps your program is at fault.

829. Large gatherings must of necessity meet in the church, but smaller schools will find it advisable to meet in homes, or, during the summer, out-of-doors. Perhaps your group would enjoy a potluck supper. If the group prefers to meet at a later hour, light refreshments can be served.

830. Four elements usually constitute a workers' conference: (a) a devotional; (b) an educational feature; (c) business; (d) a social hour.

831. The devotional should occupy approximately ten minutes; the educational feature, twenty to thirty minutes; the business session, thirty minutes, and the social period, twenty minutes. Thus a meeting which begins at seven-thirty should be dismissed by nine o'clock. Long business sessions and time-consuming quibbling over minor matters will sharply reduce attendance. Details should be worked out by committees rather than the entire group. Problems which are of concern to particular departments rather than the entire school should be discussed and solved by those concerned and should not absorb the time and attention of the entire group. In other words, the workers' conference should discuss only those problems which affect the entire group, rather than a small segment of it.

832. *Topics for Devotionals*

"Spirit-Guided Teachers" — John 16:7-13

"Building for Eternity" — I Corinthians 3:10-14

- "Growing Up Spiritually" — I Corinthians 13:9-13
- "A Challenge to Go Forward" — Exodus 14:10-16
- "The Responsibility of Teachers" — James 3:1
- "Discovering Treasures in Pupils" — Matthew 13:44
- "Being an Example to the Pupils" — I Timothy 4:12
- "The Nature of Spiritual Growth" — Mark 4:26-32
- "Knowing God Through Prayer" — John 4:22-24
- "Train Up a Child" — Proverbs 22:6
- "A Word Fitly Spoken" — Proverbs 25:11
- "Immature Teachers" — Hebrews 5:12-14

833. *Topics for Educational Talks*

- "When Is a Sunday School Successful?"
- "What Makes a Teacher Great?"
- "Where Teaching Breaks Down"
- "How Does Learning Take Place?"
- "The Objectives of Christian Teaching"
- "How Shall We Gauge Our Efficiency?"
- "The Best and the Worst in Our School"
- "Let Me Prescribe for You"
- "How to Get Attention and Maintain Interest"
- "What Is Wrong With Our Teaching Methods?"
- "How Jesus Taught by Means of Illustrations"
- "I Went Visiting and What I Saw"
- "Jesus, the Master Teacher"
- "The Greatest Weakness of Our School"
- "The Marks of a Successful Teacher"
- "The Holy Spirit As the Teacher's Guide"
- "When Is a Lesson Really Taught?"
- "The Drama As a Teaching Agency"
- "How Not to Teach a Lesson"
- "The Use of Objects and Pictures in Teaching"
- "Tests of Good Teaching"
- "Teachers Should Have the Know-How"

834. An occasional book review is helpful. However, if it is longer than fifteen minutes, the teachers will feel no need to read the book. The review should merely stimulate interest.

835. Questionnaires are interesting and profitable. Send mimeographed sheets to a hundred growing schools, requesting their best plans and ideas.

From the twenty-five or thirty schools which respond, you will receive excellent suggestions. Don't try to present all of the material in one evening; summarize it by topics.

836. Hold a "Potluck Educational Quiz." Teachers should draw questions from a box and give the answers.

837.* Socials should not be long, but well planned. Try to include several features which are timely and unique. Give an occasional "attendance prize"; for example, a book dealing with teaching problems.

* Though the numbering of ideas totals only 837, many of the ideas also offer several "sub-ideas"—thus there are really more than "1,000 ideas" in the book.

The Sunday School "Know-How" Series *

HOW TO BE AN EFFECTIVE SUNDAY SCHOOL TEACHER by C. B. Eavey. The Sunday School Times says that this brief but thorough little manual "is packed with solid food for the earnest and conscientious Christian who has been called to this important service of teaching in Sunday school." **The Free Methodist:** "... helpful suggestions for thorough preparation which can change drudgery to satisfying pleasure in Sunday-school teaching."

No. 9559

HOW TO INCREASE YOUR SUNDAY SCHOOL ATTENDANCE by J. Vernon Jacobs. For Sunday school superintendents and leaders desiring both numerical and spiritual growth. Among the helpful chapters offered are: How to Reach the People; Use the Principles of Salesmanship; Publicity Methods; What Makes Pupils Drop Out; How to Hold the Pupils, etc.

No. 9913

TALKS ON SUNDAY SCHOOL TEACHING by Ray Rozell. A totally new concept of the wonderful task of teaching by an expert in the Sunday school field. The book deals with such critical areas as: The Meaning of Teaching; Teaching to Pupils' Needs; How Pupils Learn; How to Build a Lesson; Testing Our Teaching, etc.

No. 10732—\$1.50

FIVE-MINUTE TALKS FOR SUNDAY SCHOOL LEADERS by Louis Paul Lehman. A helpful collection of talks for Sunday school leaders to use for: Special Days and Occasions; Welcome Speeches; Greetings; Inspirational Occasions, and every facet of Sunday school work.

No. 10065

THE SUNDAY SCHOOL TEACHER AS COUNSELOR by Ray Rozell. A thorough and practical work which deals with such subjects as: The Relation of Teaching and Counseling; Basic Understandings About Counseling; The Purpose of Counseling; Methods of Counseling; The Tools of Counseling; Using the Bible in Counseling, etc.

No. 10733—\$1.50

TEACHING PROBLEMS AND HOW TO SOLVE THEM by J. Vernon Jacobs. A Question and Answer Book divided according to department, from beginner to adults.

No. 9915

PRACTICAL METHODS FOR SUNDAY SCHOOL TEACHERS by Marie Chapman. Chapters on the why, what and where of teaching, the use of pictures in teaching, and other effective methods.

No. 9399

24 TALKS FOR SUNDAY SCHOOL WORKERS' MEETINGS by J. Vernon Jacobs. A common complaint among Sunday school superintendents is that it seems impossible to get the teachers out to the monthly workers' meetings. Dr. Jacobs offers here 12 devotional talks and 12 educational features designed to make these meetings so interesting that no teacher will want to miss.

No. 9910

HOW TO TRAIN THE SUNDAY SCHOOL TEACHER by Mary L. Hammack. One of the marks of a growing Sunday school is a well-organized teacher training program. This book is designed to present a plan of organization for a condensed and continuous course for training teachers, especially appropriate and practical for the smaller church where a full-time Christian education director is not employed.

No. 9738

WHAT MAKES PUPILS LEARN by J. Vernon Jacobs. An analysis of the natural laws governing the learning process which reveals why pupils learn—or do not learn! Illustrated with interesting case histories.

No. 9914

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